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ABSTRACT

This curriculum guide for junior and senior high child abuse prevention programs is designed for flexibility. Part 1, the introduction, discusses the goals and objectives for using the material, including designing presentations and assessing the needs of students. Part 2 provides a framework for presentations including examples of a 1-day and 5-day presentation. In part 3 background information is given for teachers regarding the dynamics of adolescent abuse and teaching abused adolescents in the classroom. Part 4 presents general facts about adolescent child abuse. Definitions and examples are given for physical, sexual, and emotional abuse, as well as neglect. Part 5 consists of several case stories, and part 6 discusses factors that contribute to abuse. These include: power imbalance, the home situation and society's influence. Activities are included for illustrating each of these factors. Part 7, prevention skills, contains activities and role plays. The activities are intended to build skills in the following areas: trusting your feelings; being aware of your behavior; asserting your rights; developing self-respect and respect for others; defining assertion; handling emotions; and conflict resolution. Part 8 deals with crisis counseling and personal/community resources. Part 9, reporting abuse, provides the legal definition of child abuse and neglect. Indicators of possible adolescent child abuse and the reporting process are described. Resources and references are provided. (LLL)

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Project P.A.C.E...

(Preventing Abuse of Children Through Education)

A CURRICULUM FRAMEWORK

for

JUNIOR AND SENIOR HIGH

CHILD ABUSE PREVENTION PROGRAMS

Prepared
by

Pamela R. Miller

In Conjunction with Project P.A.C.E. Staff
Los Angeles County Office of Education

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Dolores A. Grayson, while consultant-project manager at the LACOE, Educational Equity Center and presently owner of GrayMill.

It is clear that many people have done excellent work in the field of child abuse prevention. It is good to know that now, when our society has finally acknowledged that the problem of child abuse is too great to ignore, there are resources in the community to help deal with this issue. I want to especially acknowledge the following resources. I relied upon them heavily when compiling activities for this curriculum.

Fortune, Marie M. *Sexual Abuse Prevention: A Study for Teenagers,* United Church Press, New York, 1984

Levy, Barrie. *Skills for Violence-Free Relationships,* The Southern California Coalition on Battered Women, 1984.

Morris, Barbara, Jacquie Terpstra, Bob Croninger, and Eleanor Linn. *Tune In To Your Rights: A Guide for Teenagers about Turning off Sexual Harassment.* Center for Sex Equity in Schools, The University of Michigan. 1985.

Plummer, Carol A. *Preventing Sexual Abuse: Activities and Strategies for Those Working with Children and Adolescents.* Learning Publications, Inc. Holmes Beach, FL. 1984.

Stein, Nan. Massachusetts Department of Education, *Who's Hurt and Who's Liable: Sexual Harassment in Massachusetts Schools,* Mass. Dept. of Ed. 1983.

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I. Introduction

Preface

Goals

Objectives

Using the Material

- designing your presentation
- assessing the needs of students
- additional facts to consider

I. Introduction

Preface:

Abuse does not happen in a vacuum. Nor are the offenders people who have never been children. For this reason it is important to acknowledge that child abuse falls along a continuum of violence that permeates this society, and that our students may not only be the victims but someday may be the offenders. Therefore, we need to teach our students how to stop abuse if it is happening, help prevent abuse from happening in the future, and help prevent them from growing up and perpetuating the abuse of others.

Goal:

To stop or help prevent adolescent abuse from ever happening to students and to help prevent students from growing up to become offenders.

Objectives:

- Students will learn the facts about adolescent abuse.
- Students will understand how abuse affects them and those around them.
- Students will learn the tools to help prevent abuse from ever happening to them.
- Students will be able to discuss the tie between the lack of respect for others and abuse.
- Students will become aware of their own stereotypes and roles as contributors to an abusive society.

Using the Material:

This is a composite of materials collected from various sources. They are designed so that teachers can pick and choose materials that are the most comfortable for them to use. For example, some teachers may want to focus the class's attention on aquaintance rape and others may be very uncomfortable with that topic. The material is also designed so that the teacher can use material that will fit the individual class. For instance, role plays can be most beneficial for some classes while watching a movie or reading a story might be more appropriate for other classes.

•Designing Your Presentation:

Each presentation on child abuse needs to include information from the following sections:

- Adolescent Child Abuse and Neglect: Facts and Definitions.
- Factors that Contribute to Abuse
- Prevention Skills
- Using Your Personal and Community Resources

The presentation can be delivered in a one day lesson (45-60 minutes), or over a number of days. Each lesson can include definitions and facts on abuse, contributors and prevention skills such as the Five Day Presentation suggests. Or, each lesson in a series of presentations can focus on a different section of material. For example: definitions, facts, personal and community resources on day one; factors that contribute to abuse on day two; and prevention skills on day three. You may want to re-design some of the activities so that they could be included as homework. The following activities are appropriate:

- Images of Males/Females/Children (Activity #5, page 63).
- Re-inforced Stereotypes in the classroom (Activity #6, page 63).
- What TV Tells You (Activity #14, page 76).
- Finding Uniqueness in Others (Activity # 20, page 83).
- Case stories (page 42).

It is suggested that you look over all the activities and choose some that would be good to use later on in the semester to reinforce what the students have learned from this presentation. The activities in the sections entitled **Developing Self-Respect and Respect for Others; Defining Assertion; Handling Emotions; and Conflict Resolution** all work well on their own.

- **Assessing the Needs of Students.**

It will be important to assess the needs of students by considering the following:

Age, gender, and maturity of the students.

Various age groups differ in their response to these activities. Choose the activities that are best suited for your students and are the most comfortable for you. Younger students respond to discussion best in smaller groups and with greater structure. Students in grades 7-9 may be uncomfortable with the topic of sexual abuse and laugh inappropriately. Acknowledging the laughter as embarrassment, sharing that you believe they can talk about this serious problem, and sharing some statistics will help to resolve this nervousness.(14)

This age group has the tendency to blame the victim for the abuse. Be aware when this is happening and point it out to the students. The victim is never to be blamed for another's violent behavior.

- Ethnic and cultural backgrounds of the students.

This may be the first time your students have discussed this topic. Be aware that the information presented may conflict with prevalent attitudes and beliefs of your students. The key will be for you to be as sensitive as possible while they learn critical thinking and clarify their values.

- **Additional Facts to Consider**

Fitting the topic into the course of study.

Consider how this topic can fit into the course of study for the class and how to integrate it with other course content. Abuse can be, for instance, introduced in the classroom as a legal issue, a current event, or a social problem.

Confronting Racism and Homophobia as it relates to Teenage Abuse.

Dispelling myths about violence towards others in this society requires that we dispell myths about racial and ethnic minorities, about socio-economic groups and about lesbians and gay men. This is because the essence of the problem of all forms of abuse has to do with power imbalances, and society's acceptance of inequality based on gender, class, race and sexual orientation. (14)

Open discussion about male/female roles in this age group often results in comments from students that show their fear of being thought gay or lesbian. When it is suggested boys might be sensitive and even show emotions such as crying, comments about guys acting like sissies or gay often are made. When it is sugggested in some activities that a girl could attend "shop", comments are heard that imply she is really not a girl. Gender role stereotypes and the fear of being labeled a homosexual limits student's range of behaviors. Girls are pressured into behaving passive and weak and boys are pressured into behaving rough and insensitive. Homophobia allows this dynamic to happen. Homophobic refers to the irrational fear of gay men and lesbians, of homosexual feelings within oneself, and of being labeled homosexual.

Misinformation about class and ethnic/racial groups often arises out of lack of knowledge of other racial groups and racist assumptions. For instance, most rapes occur between persons of the same race rather than black on white, or white on latino, etc. and nearly all men who rape other males are heterosexual, not homosexual.

Many people believe the opposite. Presenting the statistics will disprove those assumptions. Having students do some of the exercises that are designed to mix students who don't normally relate to each other is another way of breaking down sterotypes and assumptions.

JUNIOR AND SENIOR HIGH
CHILD ABUSE PREVENTION PROGRAMS

[illegible]

by

Pamela R. Miller

In Conjunction with [illegible]
Los Angeles County [illegible]

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II. Outline of Workshops

Framework for Presentations
Overview of Example Presentations

Example:
One Day Presentation on Teenage Child Abuse
Procedure for One Day Presentation

Example:
Five Day Presentation on Teenage Child Abuse
Procedure for Five Day Presentation

II. Outline of Workshops

Framework for Presentations

Use the following suggested framework to put together your presentation.

Lesson: ____

Goals:

Objectives: By the end of the lesson the student will be able to:

Length of lesson:

Overview of Presentation:

Procedure for Lesson: _____

Introduction:

Presenting Abuse(s):

Presenting Contributor(s):

Presenting Prevention Skill(s):

Resources:

Overview of Example Presentations

One Day Curriculum:

One Day Presentation:	
Abuse:	**General facts about abuse (page 26).**
Contributors:	**Power Imbalance (Activities #l-3, pages 58, 59, 60).** **Home Situation (Activity #7, page 65).** **Society's Influence (Activity #9, page 68).**
Prevention Skills:	**Trusting Your Feelings (Activity #15, page 77)** **Being Aware of Behavior (Activity #16, page 78).** **Asserting Your Rights (Activity #l7, page 79).**
Resources:	**Developing Your "Support Card" (page 102).**

Five Day Curriculum:

Lesson One:	**Overview**
Abuse:	**Pre-test on child abuse.** **General facts about abuse (page 26).**
Contributor:	**Power Imbalance (Activities #l-3, pages 58, 59, 60).**
Prevention Skills:	**Trusting Your Feelings (Activity #15, page 77).** **Being Aware of Behavior (Activity #16, page 78).** **Asserting Your Rights (Activity #17, page 79 or role play #5 page 95)**
Resources:	**Inform students of crisis counseling services.**

LessonTwo:	**Overview**
Abuse:	**Physical Abuse (page 27).**
Contributor:	**Society's Condoning of Violence (Activity 9, page 68).** **Why Some Children are Neglected/Abused (Activity 7, page 65).**
Prevention Skill:	**Practice Identifying and Handling Emotions (Activity 24, page 87).**
Resources:	**Develop a support network, "Support Card" (page102).**

Lesson Three: **Overview**
Abuse: **Sexual Abuse (pages 27, 28).**
Contributor: **Stereotyped Role Expectations of Self and Others (Activity #11, page 73).**
Prevention Skill: **Awareness of Role Definitions (Role Play #6, page 96).**
Resources: **Reporting Abuse (Role play #8, page 98).**

Lesson Four: **Overview**
Abuse: **Rape/Aquaintance Rape (page 31).**
Contributor: **Confusing Rape with Sex (Activity #10, page 70).**
Prevention Skills: **Developing Skills in Refusing Sexual Advances. (Role Plays #1-4, page 91).**
What to Do If Abuse Happens (Activity #18, page 79).
How to Help a Friend (Role Play #9, page 99).
Resources: **Have a guest speaker share about their agency's services related to abuse.**

Lesson Five: **Overview**
Abuse: **Physical and Emotional Neglect (page 35).**
Contributor: **What is Physical and Emotional Neglect? (Activity #8, page 67).**
Prevention Skill: **Post-test (page 37).**

Resources: **Remind students of crisis counseling services.**

Example:

One Day Presentation on Adolescent Child Abuse

Goals:

1. To increase the students knowledge of adolescent child abuse.
2. To present contributing factors that lead to abuse.
3. To emphasize prevention skills.
4. To introduce personal and community resources to utilize if harassed or abused.

By the end of the lesson the student will be able to:
Discriminate types of child abuse, list three contributors to abuse, list three prevention skills, and select usable personal and community resources.

Length of Lesson: 45-60 minutes

Overview of Presentation:

- Introduce the lesson with the pre-test.
- Give definitions, facts and examples of adolescent child abuse.
- Discuss factors that contribute to adolescent child abuse.
- Introduce prevention skills
- Present options for what to do if abuse happens.
- Direct students to personal, school and community resources.
- End the session with the post-test.

Option: Teachers can easily build a one day presentation around the film Better Safe Than Sorry III. See description of film listed in Section X, page 110.

Example:

Procedure for One Day Presentation

Introduce the Lesson:

1. Introduce the topic of adolescent child abuse by giving the students a pre-test (page 37).

Present Abuse(s)

2. Give definitions, select a couple of facts, and one or two case examples from each type of abuse (section IV, pages 27, 34, 35).

3. (Optional) Review the types of abuse by selecting one case example from each section and asking students to identify the kind of abuse it represents.

Present Contributor(s)

4. Discuss three contributors to adolescent abuse.
   a. Power Imbalances (Activities #1,2,3, pages 58, 59, 60).
   b. The Home Situation (Activity #7, page 65).
   c. Society's Influence (Activities #9, page 68).

Present Prevention Skill(s)

5. Present three prevention skills.
   a. Trusting Your Feelings (Activity #15, page 77).
   b. Being Aware of Your Behavior (Activity #16, page 78).
   c. Asserting Your Rights (Activity #17, page 79).

Present Resources

6. Go over what to do if abuse happens (Activity #18, page 79) .

7. Have students fill out the "Support Card" (page 102) and inform them where and when to go for Crisis Counseling.

8. Close the lesson with the post test (page 37).

Example:

Five Day Presentation on Adolescent Child Abuse

Lesson One:

Goals:

1. To increase the students knowledge of adolescent child abuse.
2. To familiarize the students with the concept of power imbalance as it relates to abusive behaviors and understand the connection between stereotypes and abusive behavior.
3. To present three prevention skills
4. To inform students of crisis counseling services.

By the end of the lesson the students will be able to:
Give two general facts about child abuse, explain why a person with power can abuse a person with less power, give an example of how helplessness is learned through role expectations, list three prevention skills, and know where and when to go for crisis counseling.

Length of lesson: 45-60 minutes

Overview of Presentation

- Introduce the lesson with the pre/post test.
- Present overview of information to be covered in the next five lessons.
- Give general facts about adolescent child abuse.
- Discuss how power imbalances contribute to abusive behavior.
- Introduce prevention skills.
- Assign homework.
- Inform students of crisis counseling services.

Example:

Procedure for Five Day Presentation

Procedure for Lesson One

Introduction

1. Introduce the topic of adolescent child abuse by giving the students a pre-test (page 37).

2. Tell the students what material will be covered in the next five lessons.
   - Definitions of child abuse.
   - Factors that contribute to abusive behavior.
   - Prevention skills.
   - Personal and community resources.

Present Abuse(s)

3. Present general facts about teenage child abuse (page 26).

Present Contributor(s)

4. Discuss how power imbalances in relationships are learned and can contribute to abusive behaviors (Activities# 1,2,3, pages 58, 59, 60).

5. Assign for homework, "Images of Males/ Females/Children" (Activity #5, page 63). Explain what they are to do. Save the discussion for the next lesson.

6. Second homework assignment: Ask students to read "The Call That Came too Late". (page 42).

Present Prevention Skill(s)

7. Present three prevention skills.
   a. Trusting Your Feelings (Activity #15, page 77).
   b. Being Aware of Your Behavior (Activity #16, page 78).
   c. Asserting Your Rights (Activity #18, page 79 or Role Play #6, page 96).

Resources

8. Close the lesson with informing students of crisis counseling services.

Example:

Five Day Presentation on Adolescent Child Abuse

Lesson Two

Goals:

1. To define physical abuse
2. To discuss how society's attitude towards violence can contribute to physically abusive behaviors.
3. To develop awareness of stresses in the home and ways to help avoid potential abuse situations.
4. To increase awareness of a support network

By the end of the lesson the students will be able to:
Identify examples of physical abuse, give five examples of when violence is condoned, discuss how power functions in abusive relationships, develop a "Support Card" and explain why media images of women reinforce a sense of powerlessness.

Length of Lesson: 45-60 minutes.

Overview of Presentation

- Begin lesson by reviewing the main points from the previous lesson.
- Give definitions, facts and case examples of physical abuse.
- Discuss how society's attitude toward violence can contribute to physically abusive behaviors.
- Practice identifying and handling emotions.
- Begin to look at how roles are reinforced in the classroom.
- End lesson by assisting students in developing their own "Support Card."

Example:

Procedure for Five Day Presentation

Procedure for Lesson Two

Introduction

1. Review information from previous session. Discuss homework assignment (Activity #5, page 63).

Present Abuse(s)

2. Present definitions of physical abuse and give case examples (page 27).

Present Contributor(s)

3. Discuss how society's condoning violence can contribute to physically abusive behavior (Activity #9, page 68).

4. Help students develop awareness of stresses in the home situation that can contribute to abusive behavior (Activity #7, page 65).

5. Assign homework: Ask students to watch and see if males and females are treated differently in their classrooms (in preparation for Activity #6 page 63, Reinforced Stereotypes in the Classroom).

Prevention Skill(s)

6. Practice skills in helping to identify and control emotions (Activity #24, page 87).

Resources

7. Help students develop a "Support Card" (page 102).

8. Close the lesson with reminding the students of crisis counseling services.

Example:

Five Day Presentation on Adolescent Child Abuse

Lesson Three

Goals:

1. To define sexual abuse.
2. To discuss how society's attitude towards male and female roles can contribute to sexually abusive behaviors.
3. To practice prevention skills that help students define roles in their relationships.

By the end of the lesson the students will be able to:

Identify two examples of sexual abuse, list different characteristics people look for in romantic vs. friend relationships, explain why role expectations can lead to abusive behaviors, and give examples of how stereotypes are reinforced in the classroom.

Length of lesson: 45-60 minutes

Overview of Presentation:

- Review the main points of the previous session
- Give definitions, selected facts, and case examples of sexual abuse.
- Discuss how stereotyped role expectations of self and others can contribute to sexually abusive behavior.
- Introduce prevention skills designed to develop skills in refusing sexual advances.
- Look at how "Myths about Rape" contribute to sexual abuse.
- Share information about reporting abuse.
- Remind students of crisis counseling services.

Example:

Procedure for Five Day Presentation

Procedure for Lesson Three

Introduction

1. Review main points of previous lesson.

2. Ask what they discovered about male and female roles in the classroom. Share the activity "Reinforced Stereotypes in the Classroom" (Activity #6, page 63).

Present Abuse(s)

3. Introduce sexual abuse by presenting definitions, selected facts, and case examples (pages 27, 28).

Present Contributor(s)

4. Discuss how stereotyped roles, and expectations of self and others, can contribute to abusive behavior (Activity #11, page 73).

5. Assign homework: Pass out "Myths about Rape" (page 72). Ask the students to read this and be prepared to discuss it in the following session.

Present Prevention Skill(s)

6. Have the students look at how they are defining roles in their relationships (Role Play #6, page 96) .

Resources:

7. Either do the role play on reporting abuse , or verbally share the information found in the role play (role play #8, page 98).

8. Close the lesson with reminding students of crisis counseling services.

Example:

Five Day Presentation on Adolescent Child Abuse

Lesson Four

Goals:

1. To increase the students knowledge of the facts and myths about sexual abuse.
2. To practice self-protection strategies against abusive behaviors.
3. To become aware of what to do if abuse happens.

By the end of the lesson the students will be able to:
Identify three myths about rape, prepare responses for dealing with a sexual abuse, list two things they can do if they are abused, list two things they can do for a friend who has been abused.

Length of lesson: 45-60 minutes.

Overview of Presentation:

- Review main points from previous lesson.
- Look at how rape gets confused with sex.
- Introduce prevention skills designed to develop skills in refusing sexual advances.
- Present information for what can be done if abuse happens.
- Begin to look at neglect.
- Invite a speaker from a community resource agency.

Example:

Procedure for Five Day Presentation

Procedure for Lesson Four

Introduction

1. Review main points from previous session.

Present Abuse(s)

2. Introduce aquaintance rape by presenting definition, selected facts and case examples (page 31).

3. Assign homework: Read the story about physical and emotional neglect, "How could Momma Say She Loved Us..." (page 52).

Presenting Contributor(s)

4. Present "Confusing Rape with Sex" (Activity #10, page 70). When describing stereotypes, let the students explain from their homework, the main myths about rape.

Presenting Prevention Skill(s)

5. Have the students practice refusing sexual advances. Demonstrate assertive, and passive responses by reading role play #l & #2 (page 91). Have the students do role play #3 and #4 (page 103).

6. Discuss what to do if abuse happens (Activity # 18, page 79).

7. Have students practice how to help a friend who has been abused. (Role play #9, page 99)

Resources:

8. Have a guest speaker share about their agency's services related to abuse.

9. Close the lesson with reminding students of crisis counseling services.

Example:

Five Day Presentation on Adolescent Child Abuse

Lesson Five

Goals:

1. To define physical and emotional neglect.
2. To assist students in identifying physical and emotional neglect.
3. To review with students what they have learned about child abuse.

By the end of the lesson the students will be able to:
Identify examples of physical or emotional neglect. Demonstrate what they have learned about child abuse by taking the post-test.

Length of lesson: 45-60 minutes

Overview of Presentation:

- Review main points from previous session.
- Give definitions, selected facts and case examples of physical and emotional neglect.
- Give post test and discuss the answers.
- Remind students of crisis counseling services.

Example:

Procedure for Five Day Presentation

Procedure for Lesson Five

Introduction

1. Review main points from the previous lesson. Discuss the story (page 52) and identify characteristics of physical and emotional neglect.

Present Abuse(s)

2. Introduce physical and emotional neglect by presenting definitions, selected facts and case examples (page 35).

Present Contributor(s)

3. Explore what physical and emotional neglect is (Activity #8, page 67).

Present Prevention Skill(s)

4. Close the lesson with the post-test. Go over the answers.

Resources

5. Remind students where and when to go for crisis counseling services.

III. Background

A Word to the Teachers
Unique Characteristics of Adolescent Abuse
Dynamics of Adolescent Abuse
Teaching Abused Adolescents in the Classroom

III. Background Information

Note to the Teacher

People don't like to talk about abuse. The images of battered infants and ragged, hungry children that come to mind are not pleasant. Likewise, taking a look at our own behaviors, our own reactions under pressure or questioning others behaviors makes many of us uncomfortable. It is understandable that many teachers are embarrassed and uncomfortable discussing such things. Many teachers who have been victims of abuse themselves feel some level of guilt, shame or fear for bringing up the topic.

It is important to recognize one's own resistance to dealing with this issue and reach some level of ease before presenting this information to students. It may be very helpful for teachers who are presenting this material for the first time to meet together a few times and talk about the material and feelings. Teachers who have already presented this information can be a source of support.

As much as we think our society may love it's children, the violent abuse and murder by adults, often parents, is part of the human condition as old as recorded human history. Child abuse is now recognized to be a serious problem. The National Committee for the Prevention of Child Abuse estimates that approximately one million children are maltreated by their parents each year. Of these children, as many as 100,000 to 200,000 are physically abused, 60,000 to 100,000 are sexually abused, and the remainder are neglected. Each year, more than 2,000 children die in circumstances suggestive of abuse or neglect. Approximately 30% of all child maltreatment involves children over the age of 12 (American Humane Association, 1978). The number of female teenage victims who are sexually assaulted (including attempted assaults) each year is approximately one million. For these reasons it is important that teenagers are aware of what abuse is and what can be done about it. The schools are in a strategic position to teach this information.

Unique Characteristics of Adolescent Abuse

In recent years, schools have become involved in the problem of child abuse. Currently, they now are the most important source of abuse and neglect reports. Schools initiated 50% of the reports in one national study.(10) The problems and needs of teenagers are different from those of younger children and most cases of adolescent abuse still go unreported. The teacher is the professional *most* likely to detect abuse in this age group and is in the best position to report it. Younger children may come to the attention of members of the medical profession; as a rule, abused teens do not.(21)

- **Teenage child abuse is often not recognized for several reasons.**(21)

1) Teenagers do not fit the picture of child victims.
2) Teenagers may have as much strength or weight as adults.

3) Teenagers may be provocative (physically, verbally, or sexually).
4) Teenagers seem capable of better impulse control than younger children.
5) Teenagers may be perceived as able to run away from or avoid an abusive situation.
6) Teenagers may appear to have access to more potential help (such as police or social services) outside the family.
7) There appears to be greater acceptance of overly strict disciplining of teenagers than of younger children.(9)
8) Misbehaviors of adolescents are more likely to be labeled as delinquency or teenage "acting out" than the consequences of maltreatment.(9)

Despite the apparent advantages of adolescents over younger children, in an abusive situation, they are still hampered by ties and remnants of family dependence from childhood.(21) They are often reluctant to discuss the abuse in the home because they may feel they deserve it, fear they will be removed from the home, or feel embarrassed or ashamed.(8)

When the teenager has been so psychologically injured by chronic abuse and criticisms, by failure in school and in relationships, the response is to act out pain rather than to talk about it. Acting out often includes running away, stealing, drug and alcohol abuse, skipping or failing school, fighting, setting fires and other behaviors which put them in contact with the juvenile justice system and the youth services network. The underlying problem of abuse and neglect is masked by these adolescent behaviors and given another label such as "juvenile delinquent", "drug abuser", or "high school dropout". Often the youth ends up in the justice system by trying to "escape" the abuse. The abuse problem is then compounded and covered up by another social problem that must be treated. As a result of not identifying the abuse, a significant number of the seriously abused and neglected adolescents and their families have no contact with the child protective system.

- **It is important to note that the advantages for the adolescent of being served in the child protective system are that:** (1)

1) the teenager is not seen as "bad".
2) child abuse and neglect are seen as family problems.

- **Incidence rates for abuse by gender**

Among adolescents, incidence rates for physical neglect and all types of abuse (physical, emotional, and sexual) are higher for girls while incidence rates for emotional neglect and educational neglect are higher for boys.(9)

The Dynamics of Adolescent Abuse Fall Into Three Catorgories.

1) Abuse that begins in childhood and continues through adolescence.

This is based on too high, unmet parental expectations. Because these unrealistic expectations are not being met, the parents feel that they are failures as parents. (An example of this is when a parent expects that a child should be potty trained by the time the child is one.) The abuse that is perpetrated against a young child up to 7 years of age may let up slightly during the otherwise quiet latency years (7-11) but may be stimulated again during the turbulent teens. Thus there is a pattern of continuing, though fluctuating, abuse. (21)

2) Abuse that may begin in childhood, such as spankings, but intensifies in adolescence.

This type of abuse is related to control. During childhood the family accepts and uses corporal punishment, which appears to compel the child into acceptable behavior. As the child grows in stature and independence, however, this type of punishment is ineffective. At the same time, the older parent begins to feel more and more out of control of the situation and abuse ensues. (21)

3) Abuse that begins in adolescence and is directly related to the problems of adolescence. (9)

Developmental issues of the parent and the teenager play a part in this type of abuse. In addition to the physical, emotional, and intellectural changes that characterize adolescence (e.g., body growth, sexual maturity, moodiness, loneliness), the teenager is faced with:

- shifting identification with the parent to identification with other people, ideas, and attitudes thus separating from the parent. During this period the teenager rejects the parents beliefs, values, and attitudes, tests family rules, and spends less time with the family.

- developing the ability to control impluses. The teenager will frequently test external and internal limits and controls by "acting out."

- sexual feelings which intensify conflicts with same sex parent and withdrawal from opposite sex parent.

•Middle-age Crisis (10)

Parents, either middle-aged or approaching middle age are typically experiencing their own developmental task - "the middle-age crisis." They, like their adolescent children, experience certain age-related physical and emotional changes (ie., balding, wrinkling, gaining weight, decreased stamina, menopause and the fear of having failed in one's role as a worker, parent, spouse, or provider).

The two stages (adolescence and middle-age) are potentially conflicting. If the separation process of the teenager is particularly difficult and if the parent has a strong need to maintain tight and constant control, then these common age stage conflicts may erupt into violence.

Teaching Abused Adolescents in the Classroom.

There are bound to be teenagers in your classes that are past, present, or future victims of abuse. There may be past, present, or future offenders and present or future parents.

You will never know for sure what student is or will be effected by abuse. Even if you are not sure which students in your classroom have been abused there are some positive steps every teacher can take. There are approaches that will be healing for present victims and offenders of abuse. These approaches will work also towards prevention of future offenses and get favorable responses from *all* students. These approaches are used by many teachers already and are only presented here as a review of information in light of how they impact abused children.

1) Using a Positive Approach

Most abused youth have had little exposure to positive thoughts, feelings, and behaviors. For students who are abused, school may feel like the only safe place. Positive feelings of self are encouraged by:

- Providing opportunities for the student to perform. Asking students to answer questions, contribute to discussions, state opinions, write on the board, present something to the class, etc. (13)

- Giving students helpful feedback about the quality of the performance.(13)

2) Being Consistent and Fair (13)

Many times the abused student falls behind academically and is at high risk for dropping out of school altogether. Successful classroom experiences are a prevention to their dropping out of school. Students, such as those who are percieved to be "low achievers" need to be given the same opportunities to perform as other students. Teachers help by:

- Giving the message that they believe in the student's ability to succeed.

- allowing the same amount of time to respond as for a student who is expected to know the answer.

- Probing for the answer (ie., rephrasing the question, providing additional information, reminding the student of related information already known etc.) When students are successful in responding correctly their self-concept is enhanced.

Abused youth are used to being treated unfairly and do not trust adult behavior. It is important to be honest and direct with them. Rules may not mean much unless they are very clear and enforced fairly. Most abused students accept structure and routine if they understand it.(8) Teachers help by:

- Explaining any rules and expectations clearly.
- Explain why each rule is required and what discipline will follow if it is disregarded.

3) Expect Testing of Limits (8)

This is the period in life where students are trying to master separation and control over their lives. These students have been victimized by those with power and authority over them at home. Many abused students come from homes where inconsistency and lack of coehsion exist. Rules change from moment to moment and love is given and then withdrawn. Others experience parental response to their attempts at separation and control by becoming increasingly rigid and overcontrolling. It is no suprise to teachers that students:

- explore the limits in the classroom to see how flexible the rules are and if teachers are consistent.
- react negatively toward unwarranted and arbitrary use of power.

4) Being Aware of Adaptive Behavior. (8)

Abused students want to be liked. Low self-esteem is a universal charateristic of abused children. Self-image is established by the parent's view of the youth. If students are not valued or are abused physically or emotionally, they will view themselves in a negative manner as having no worth and deserving of punishment. This is acted out at home and will be acted out in the classroom. It is helpful to remember that abused students adapt in various ways:

• **Aggression-** Returning violence for violence is an adaptive mechanism. Some abused youth will be quick to react to anything they perceive as a threat, whether from teachers or students. Fighting at school and allienating teachers and students can be the result of such behavior. When inappropriate behavior must be dealt with, verbal or nonverbal indications that a student's behavior is not acceptable is more effective if it is given firmly, calmly, and respectfully, than in an angry outburst.

• **Victim-** Perceiving themselves as helpless and having no hope to escape the pain is another way of adapting to abuse. These students are easy targets for continued abuse in the classroom and on the playgrounds. They will not defend or protect themselves. Teachers help by:

- Avoiding placing them in situations where they can be victimized.
- Establishing teacher-organized groups so that these students are not left out.
- Setting and enforcing clear rules against name calling or vicious teasing. As their self-esteem increases, their willingness to be a victim will decrease.

Withdrawal- Abused students who withdraw at school feel safer alone. They usually do what they are asked to do in the classroom and beyond that they try to be invisible. They have high potential for explosive-type behavior. They "bottle up" their anger and hostilities, which can be triggered by perceived threats or personal stress. Teachers help by:

- trying to gradually involve the withdrawn student in activities where they can interact with others and participate in activities.

- **Manipulation**- Victims of abuse are desperate for attention. Abuse is equated with attention, however negative. Teachers help by:

- not reacting negatively to abused students even when provoked by them.
- Letting them know what behavior is acceptable and what is unacceptable.
- Not giving attention for "people pleasing". Some abused students may be extreme "people pleasers" trying to get attention by doing for the teacher and other classmates. These students need to know they are cared for without having to "please" everyone else. It is not helpful to give special attention to these students for this behavior as it only reinforces the students belief regarding conditional love.

- **Sexual Victim**- Students who have been sexually abused have a double burden, dealing with the abuse and the damage to their sexual identity. The victims may cope in several ways. They may be either withdrawn, delinquent, or over-achievers in school. They are not typically as involved with their peers as other students.

5) Providing Physical Closeness (13)

Abused students may act in such a way as to provoke a negative reaction from others. However, the victim of abuse has a need to be liked whether they are consciously aware of that or not. Teachers who provide physical closeness signify to students they care. Choosing to be close to someone indicates liking to be around that person. There are favored locations in the classroom (although teachers may not be consciously aware of them) where students receive more attention than those sitting in other locations. Students quickly (though usually unconsciously) perceive whether they are in a favored or neglected location. Those students who by choice or teacher assignment, remain in unfavored locations (i. e., in the back of the room) for a school term receive appreciably less instructional attention than students in favored locations. The abused student who many times suffers an instructional deficit is likely to sit in a less favorable location (ie., the back of the room) and fall behind in achievement.

Teachers provide physical closeness by moving about the room with the intention of being near each student for a time. If the classroom enviroment makes this impossible, teachers routinely move the students. (13) This simple maneuver helps both the self-esteem of abused students and their academic achievement.

6) Touching As Caring (13)

Some abused students have an aversion to being touched. They may regard touching as a physical attack and respond defensively. Touch, as a caring, loving act is something an abused youth may have yet to learn. Most teachers are sensitive to a student's response to touch. If there is any question, teachers ask for permission to touch a student. If a student allows it, a teachers friendly pat on the shoulder is another way to communicate caring and respect.

IV. Adolescent Child Abuse and Neglect: Facts and Definitions

General Facts about Adolescent Child Abuse

Physical Abuse
- definition
- case examples

Sexual Abuse
- definitions
- examples of physical and emotional neglect

Special Focus on Sexual Abuse
- additional facts on sexual abuse
- additional information on aquaintance rape
- additional information on incestuous abuse
- additional information on sexual harassment
- consequences of sexual abuse

Emotional Abuse
- definition
- examples of emotional abuse

Neglect
- definitions
- examples of physical and emotional neglect

Pre/Post Test

IV. Adolescent Child Abuse and Neglect: Facts and Definitions

Abuse and Neglect is a crippling disease inflicted by increasing numbers of people on todays children. It includes physical and emotional neglect, sexual abuse, physical abuse, emotional abuse and other conditions which threaten children's healthy development.

General Facts About Adolescent Child Abuse

- Adolescents aged 12-17 were the reported victims of 27.3% of all reported cases. (22)
- Types of teenage child abuse include physical abuse, sexual abuse, emotional and physical neglect.
- Child abuse can happen to children regardless of geographic area, race, or socio-economic class.
- Children learn parenting from their parents. Those are their role models. Without help, adults who were abused as children are likely to abuse their own children.
- Children can be abused by either male or female parents, friends or relatives. (21)
- Most abusive adults do not willfully harm children, but are themselves victims of unbearable pressures and often were neglected during their own childhood.(9)
- Only 10% of of those persons who abuse others would be considered pathologically sick. Many abusers are normal men who have been raised to believe that being aggressive is just "being a man".(9) (14)
- The victim of abuse may cope in many ways: by being either withdrawn, delinquent, or an overachiever in school. Victims of abuse are typically not as involved with their peers as other teenagers.
- Often the unacceptable behaviors due to abuse, such as truancy, running away from home, dropping out of school or alcohol and drug abuse, are acknowledged and dealt with and not the child abuse itself.(22)

Physical Abuse

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Background Information: (9)

Physical abuse of boys declines as they get older, but increases with age for girls. Physical abuse happens more often in families where there is parental alcoholism or drug use or where physical assault is a regular approach to discipline. However, it sometimes occurs in relatively normal families when a parent suddenly can't handle some adolescent misbehavior and explodes with violence.

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- **Definition:** Physical abuse of children (ages 0-18) includes any non-accidental injury caused by the child's caretaker. It may include burning, beating, branding, punching and so on. By definition the injury is not an accident, but neither is it necessarily the intent of the child's caretaker to injure the child. Physical abuse may result from over-discipline or from punishment which is inappropriate to the child's age or condition. Battering can include physical abuse or repeatedly coercing, controlling, and intimidating another by the threat of physical abuse.

- **Case Examples:**

1. Liticia was arguing and screaming at her father for not letting her go out one evening. Suddenly her father lost control of himself and clobbered Liticia across her face with the book in his hand.

2. Jared stayed out late and didn't call home to tell his parents where he was. When he came home, his mother hit him on the legs, buttocks and back with a belt, leaving deep marks and bruises.

3. Steve and Tamara were eating fries at McDonald's and talking. They were just friends. Jim, Tamara's boyfriend, walked by and sees them. He never saw Steve before. He got angry and jealous. He began yelling at Tamara for "going out on him." He grabed her arm and shook her. Tamara was aware that Jim did this frequently and that his jealousy bothered her, but she doesn't know what to do because they love each other. Tamara got scared and said, "I don't know why you always get so crazy like this, but, okay, whatever you say, I'll never talk to Steve again. Just don't hurt me." (14)

Sexual Abuse

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Background Information:

It is estimated that one female child out of every three will be sexually abused before she is eighteen years old.(12) In addition, one male child out of every ten will be sexually abused as well. Children may be sexually abused at any age, but those who are prepubescent may be at more risk, due to their budding sexuality. Sexual abuse by a relative, parent, older sibling, or family acquaintance is more common than people believe. Between 70 and 85% of sexual abuse is committed by someone known and often loved by the victim. (Child Abuse Hotline)

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- **Definition:** Sexual abuse includes when you are forced, tricked or confused into sexual contact. It includes rape, incest, fondling, obscene phone calls, pornographic pictures, exposing oneself, molestation, assault, and child prostitution. These acts, when committed by a person under the age of 18 who is either significantly older than the victim or in a position of power or control over another child, may be considered sexual abuse.

Rape: When one person forces or tricks another into sexual intercourse.

Acquaintance Rape: Rape when the offender is known to the victim and perhaps is even a friend or a date.

Incest: Sexual contact between family members. Both victims and offenders can be either male or female. Most incest is between adult males and female children.

Sexual Harrassment: Unwanted and unwelcome sexual behavior which interferes with a persons life. Examples are, touching or grabbing, comments about someone's body, sexual remarks or suggestions, conversations that are too personal, pornographic pictures or stories, dirty jokes, obscene gestures, staring in a way that seems too personal.

(***Sexual Harrassment is not considered sexual abuse,*** but they are similiar in some ways. Both sexual abuse and harassment are ways that people force sexual attention on someone who doesn't want it; Dominate others by unfairly taking advantage of a situation; Intimidate others to force their consent; Take pleasure from someone else's pain or discomfort; Abuse power that they have over people; Violate someone's rights. (16)

- **Case Examples:**

1. Ann babysits for a family in her neighborhood. The father is taking her home after babysitting. He stops the car and makes sexual advances towards her. He puts his hands on her shoulders and asks her if she likes to French kiss. Then he kisses her. (sexual abuse by an aquaintance) (12)

2. Pete and Judy have been kissing while at a party. They go into the bathroom together. Pete becomes aggressive and demanding wanting to go further. Judy begins to think it was not such a good idea to go into the bathroom with Pete. She tells him she wants to leave but he continues to pressure her. She says no, but is embarrassed to make a big scene. Eventually he pushes Judy against the wall and forces himself on her. (aquaintance rape)

3. Pete, 16, has problems at home. His parents are very strict and treat him like a child. He has no privacy. He has become good friends with an older man in his church, Chuck. The man has Pete over a lot and he lets Pete smoke and drink with him. It's their secret. Scott feels like an adult when he is with Chuck. Lately, Chuck has make sexual advances. Scott thinks that people (his parents) will wonder why they are not friends anymore if he stays away from Dave. Yet if he tells, they might think he is gay. Besides, they have their secrets as all good friends do. (potential aquaintance rape). (17)

4. Monique goes into the bathroom and starts to undress in order to bathe. The door opens and an older brother comes in and just stands there watching. He won't leave. (incestuous situation) (12)

6. Carrie has just come home from a school dance. Her father is home alone, sitting in the living room watching TV and drinking a beer. When she comes in the house, her father calls her into the living room and tells her to come over and sit on his lap. She has been sitting on her father's lap since she was a child, but now she has become uncomfortable with his behavior. She hesitates. This has happened before and she knows what to expect. She sits on his lap and he holds her tight and tries to kiss her. She feels uncomfortable, confused, and frightened. (incestuous situation) (12)

7. Tina is 15 years old. Her father has been making sexual innuendoes ever since her older sister ran away two years ago. He is now trying to force her into oral sex. He claims her mother won't believe her and they'll have to get a divorce if she tries to tell anyone. She feels scared, confused and trapped. She loves her father, and doesn't want to hurt her mother or embarrass the family. (incestuous situation) (17)

8. Last year some older girls teased Tuan about meeting them after school. They said that they'd give him some "private lessons." He knew they were just teasing, but this one girl kept asking him, "What's wrong, aren't you man enough yet?" It really burned him. He sure wanted to show them." (sexual harassment) (16)

9. Marie was the only girl in auto shop and John really gave her a hard time, making remarks and really gross suggestions. He asked her to do all kinds of sick things and then he'd just laugh at her. She told the teacher he was bothering her. But he said that she had better get used to it if she wanted to be a mechanic. (sexual harassment) (20)

10. In the hall between classes girls have to hold their books tight in front of them. That's because some of the guys try to brush up against them and feel them. It doesn't matter if they get mad at them. The guys just act innocent. But they know what they are doing. (sexual harassment)(16)

Focus on Sexual Abuse

Because sexual abuse encompass's so many types of abuse, and because of it's relevance to this age group we have included additional information.

• Additional Facts on Sexual Abuse

- Adolescents are victims in 71% of all substantiated reports of sexual abuse.(10)
- Sexual abuse is a crime of violence. The motivation is not sexual gratification, but power and a need to control. (12)
- Adolescents and children can be the perpetrators of child sexual abuse. Many child molesters committed their first sex offense as early as age eight and rapists as early as age nine. (9)
- The average male sex offender affects 380 victims during his life time, with the number of victims significantly increasing as the offender moves from adolescence to adulthood.(9)
- Child sexual abuse cuts across all socio-economic lines, all races, religions, and ethnic backgrounds. Most offenders are family men, frequently viewed as upstanding members of the community. (12)
- Sexual abuse of male children (as with male-on-male adult rape) is primarily committed by heterosexual males exercising their power over more vulnerable victims. (12)
- Approximately one million female teenagers a year experience attempted sexual abuse. (This includes attempted sexual assaults.) (1)
- The likelihood of sexual abuse from a date, friend, or aquaintance is higher than sexual abuse from a stranger. (1)
- Most sexual abuse occurs in one of three places: The victim's home, the offender's home, or a vehicle. (1)
- The majority of sexual abuse against teenage girls does not involve physical force or conclude with physical injury to the victim. If reported most of this abuse probably would be classsified as attempts.(1)

- The older the teenager is the more likely threats of physical violence, or weapons may be involved.(1)

- In approximately 75% of cases, the aggressor is known to the teenager. (Child Sexual Abuse Task Force, San Jose).

- Over 90% of child sexual abuse is committed by heterosexual men against female children. (Child Sexual Abuse Task Force, San Jose).

- Over 80% of children in Juvenile Halls have been sexually abused prior to placement, regardless of the reasons they are being held. ("The Ultimate Violence", KPFA Radio Station Folio, San Francisco.)

- When the abuser is an adult who is both trusted and loved by the victim, and therefore in a position of power over him/her, it makes the victim feel helpless to resist or complain.(8)

- Incestuous parents love their children but put their sexual/intimacy needs before those of their children. Sometimes this is due to a crisis period in their lives or because boundaries in the family get confused or unclear.(8)

- Secrecy plays a very important role in adult to child sexual abuse. It is maintained by messages from the abuser that instills fear ("If you tell, you'll break up this family") and provide a promise of safety (Everything will be okay as long as you don't tell").(8)

- The average length of an incestuous relationship is three years; it is rarely a one-time occurrence.(8)

- 70% of all young prostitutes and 80% of all female drug addicts have been incest victims as children. (National Abortion Rights Action League.)

- Emotional scars from abuse, not dealt with, may result in future problems with self-concept, and possibly violent or self-destructive tendencies.

• Additional Information on Acquaintance Rape (12)

- Over half of all rapes reported happen between people who know each other or who have seen each other before.

- These rapes happen on dates, in people's homes, at parties, and in daylight as well as at night.

- Many rapes involving teens are aquaintance rapes.

- Aquaintance rape is like an acting out of the worst stereotyped images of men and women in our society. The man is "supposed" to be aggressive and dominate, to be sexually powerful and demanding. The woman is "supposed" to be coy and shy and passive, to lead men on but not let them get "too far."

- Guys who get involved in acquaintance rape situations are generally acting out the idea that a "real man" goes for all he can get, without regard for what the woman wants or feels. They may feel pressure from friends or from the media about "scoring" or "getting" a woman.(2)

• Additional Information on Incestuous Abuse (12)

Incestuous abuse occurs when a more powerful member of the family takes sexual advantage of a less powerful member.

- This may involve any form of sexual contact and is not limited to sexual intercourse.

- This form of sexual abuse can take place between parent or parental figure (e.g. stepparent) or other adult family member (e.g. uncle, grandfather) and child or between siblings.

- It causes uncomfortable feelings within the victim.

- It usually starts at an early age for the child and may continue until the child or adolescent tells someone and asks for help.

- This form of abuse is not uncommon.

Emphasize that incestuous abuse is not wrong because it is sexual. Rather it is wrong because it involves one person who is older and/or more powerful taking advantage sexually of a person who is younger and vulnerable. The victim is usually manipulated or coerced or is too confused to know what to do and so goes along with the sexual activity, not seeing any alternative.

When the sexual contact takes place between an adult male and an adolescent male, this does not mean that the offender is gay or that the adolescent victim will "become" gay due to the contact. It is not necessarily wrong because it is sexual contact between persons of the same gender but because of the exploitation of the young person.

Sexual contact *per se* is not wrong. Any adult taking advantage of a child or adolescent sexually is behaving irresponsibly and illegally. This is a betrayal of the adult role of protector or caretaker who, misusing authority, coerces the adolescent into sexual activity. The adolescent feels exploited and used by the adult for sexual gratification. The adolescent may be confused by, or ambivalent about, feeling uncomfortable with the adult's sexual approach. The young person will be especially confused about the difference between sexual activity and affection.

Result: Whatever form the incestuous abuse takes, the scarring of the child can be deep and lasting. Unlike physical abuse, the damage cannot always be seen, but the scars are there nonetheless. The most devastating result of the imposition of adult sexuality upon a child unable to determine the appropriateness of his or her response is the irretrievable loss of the child's inviolability and trust in the adults in his or her life. (4)

• Additional information on Sexual Harassment.(20)

There is a distinction between sexual harassment and flirting.

- Flirting is characterized as "instinctual" and "natural", even though one-directional flirting may be "derogatory" or "aggravating," it is generally viewed as "not serious."
- Students are often able to discourage unwanted flirtation by making certain comments or behaving in such a way as to dismiss the one-way flirtation.
- Sexual harassment, however, is often described as "premeditated" and "on going" interactions that "damage your reputation" or "interfere with going to school."

Activity:
You may want to ask students to distinguish flirting from sexual harassment. Make a list showing the differences.

Example:

Flirting	Sexual Harassment
When both like it and do it and it keeps on going like that.	Male does it to a female (usually) and she doesn't like it and can't stop it.
A glance--You feel attractive and complimented.	A look or a stare--You feel invaded, ashamed, naked.
If you know the person, it depends on how well you know the person, and how they say it.	Hints--obscene, suggestive. Pinch, pat, grab.

•Consequences of sexual abuse

The effects of sexual abuse vary, depending on the victim's personality and the type of incident. A single minor incident like exhibitionism, an obscene call, or fondling, may cause temporary emotional disturbances such as:

- embarrassment, fear, confusion.
- guilt, anxiety, sense of rejection.
- distrust of adults, strangers.

Sometimes an incident doesn't seem to affect a child immediately after it happens. Reactions could still come later on. (5)

In more severe situations, such as incest or violent abuse, sexual abuse may have long-lasting effects. The teenaged victim may react by becoming withdrawn, mistrustful of adults, or sometimes suicidal. "I tried to kill myselfthree or four times, " said one adolescent. "You don"t want to exist anymore."(15)

Some mistakenly feel guilty that they caused the abuse or did not object to it strongly enough in the beginning. Others may feel trapped into silence. According to another victim of sexual abuse, "I couldn't tell anyone. I was afraid it would break up the family - my mother wouldn't love me, and my father would kill himself." (15)

These adolescents may never feel safe in their own homes. Some take the first opportunity to leave by running away, moving out after graduation, or marrying early. (15)

Emotional Abuse

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Background Information:

Just as physical injuries can scar and incapacitate a child, emotional abuse can cripple and handicap a child emotionally, behaviorally and intellectually. Severe psychological disorders have been traced to excessively distorted parental attitudes and actions. Emotional and behavioral problems, in varying degrees, are very common among children whose parents abuse them emotionally.

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•Definition:

Failure to provide a positive emotional atmoshere. Excessive verbal assaults, such as belittling, screaming, threatening, blaming, sarcasm; unpredictable responces; and continual negative moods are ways parents may subject their children to emotional abuse. Some adolescents may be severly limited in their movements and activities - grounded for weeks or even months at a time.(15)

• **Case Examples:**

1. Miyoshi was confined to her bedroom for six months. She could only go to school and come directly home. To eat or use the bathroom, she had to ask for permission.

2. Jim's father is angry because Jim received a "D" on his report card. His father says, "Jim, you are really stupid! You're never going to amount to anything. I wish you'd never been born." Jim's father has called Jim stupid many times before.

Neglect

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Background Information:
Neglect is not what parents or other caretakers do but what they **do not do.** During the teenage years children are very vulnerable and unsure about themselves. They need to know someone cares. Emotional neglect is very damaging. It can lead to insecurity, poor self-image, destructive behavior, poor coping skills, and possible suicide. Although they can fend for themselves better than a younger child, neglect often leads them to stealing or running away which then can lead to interactions with the police.

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• **Definitions:**

Physical neglect: Involves inattention to the basic needs of a child, such as food, clothing, shelter, medical care, and supervision.

Emotional neglect: Involves an extreme lack of attention, affection, or emotional support. It also involves permitting serious misconduct (assault, drug/alcohol abuse, etc.) and refusal of recommended services by school officials, medical personnel, etc.

Educational neglect: Includes chronic truancy, which the parent makes no attempt to correct and refusal of recommended remedial services without good reason.

• **Case examples:**

1. Josh and his parents have not been getting along for a while. His parents have never had the time or interest in what Josh is doing. Josh began using drugs while in jr. high school and is now in danger of dropping out of school. His parents are in denial of this problem. They have been unwilling to get Josh help.

2. Cynthia has missed weeks of school. When she comes to school she complains of not being able to see the board. The school nurse has recommended she get glasses but her parents will not make an appointment with an eye doctor.

3. Ted's parents treat his older brother David differently than they treat Ted. While David can do no wrong, Ted is blamed for any problem that comes along. His parents are cold and rejecting towards Ted, never giving him hugs or telling him that they love him.

Pre/Post Test on Teenage Child Abuse

Name:______________________________

Grade:_______ **Circle:** **Male** **Female**

PART I. ***(True and False.)***

T F 1. Adolescents between the ages of 12 and 18 can be victims of abuse.

T F 2. Only poor children are victims of sexual abuse.

T F 3. Most victims of sexual abuse are girls.

T F 4. Most teenagers know the person that abuses them.

T F 5. Some parents put their own sexual needs before those of their children.

T F 6. Incest often happens once and then never again.

T F 7. Only a few teenagers are sexually abused each year.

T F 8. Teenage sexual abuse can happen while on a date.

T F 9. Most sexual abuse occurs in a park or alley.

T F 10. Teenagers can abuse younger children.

T F 11. Most abusive parents want to hurt their children.

T F 12. Children learn how to be parents from their own parents.

T F 13. Sometimes teenagers drop out of school or get into fights because they are being abused at home.

T F 14. Someone who is or has been sexually abused often feel they must keep it a secret.

T F 15. Because the victim of sexual abuse feels unable to stop the abuse they feel helpless and often "accept it" and blame themselves.

PART II. ***What do You Think?***

1. Why is it important that teenagers learn about child abuse?______________

2. Who are the primary abusers (offenders) and who are primarily abused (victims)? Why do you think this is so?______________

3. Why do some parents who love their children abuse them?______________

4. Why is it that the abused children of today may be tomorrow's abusive parents?

5. Why is what some parents don't do considered abuse?______________

6. Is child abuse a characteristic of any particular economic or social level, race or religion? Why? Why not?______________

7. What are some ways a teenager could be emotionally abused? By a teacher? Parent? Peer?______________

8. Do you feel that society's attitude contributes to the incidence of child abuse and neglect today? If so, give some examples.______________

9. What can you do if a friend tells you they are being abused?______________

10. What can you do if you are in danger of being abused, or are being abused?____

Pre/Post Test Answer Key

Name:______________________________

Grade:_______ Circle: Male Female

PART I. ***(True and False.)***

T 1. Adolescents aged 12-17 were the reported victims of 27.3% of all reported cases. (22)

F 2. Child sexual abuse cuts across all socio-economic lines, all races, religions, and ethnic backgrounds. Most offenders are family men, frequently viewed as upstanding members of the community.(12)

T 3. Over 90% of child sexual abuse is committed by heterosexual men against female children. Battering is the single major cause of injury to women, exceeding rapes, muggings and even auto accidents. (*William French Smith, U.S.Attorney General, 1983*)

T 4. In approximately 75% of sexual abuse cases, the agressor is known to the teenager. (Child Sexual Abuse Task Force, San Jose.)

T 5. Incestuous parents love their children but put their sexual/intimacy needs before those of their children. Sometimes this is due to a crisis period in their lives or because boundaries in the family get confused or unclear. (8)

F 6. The average length of an incestuous relationship is three years; it is rarely a one-time occurrence.(8)

F 7. Adolescents are victims in 71% of all substantiated reports of sexual abuse.(10)

T 8. The likelihood of a sexual assault from a date, friend, or aquaintance is higher than a sexual assault from a stranger. (1)

F 9. Most sexual assaults occur in one of three places: The victim's home, the offender's home, or a vehicle. (1)

T 10. Adolescents and children are often the perpetrators of child sexual abuse. Many child molesters committed their first sex offense as early as age eight and rapists as early as age nine. (8)

F 11. Most abusive adults do not willfully harm children, but are themselves victims of unbearable pressures and often were neglected during their own childhood. (8)

T 12. Children learn parenting from their own parents: Those are their role models. Without help, adults who were abused as children are likely to abuse their own children.

T 13. Often unacceptable behaviors, such as truancy, running away from home, dropping out of school or alcohol and drug abuse, are the results of child abuse.

F 14. Secrecy plays a very important role in adult to child sexual abuse. It is maintained by messages from the abuser that instills fear ("If you tell, you'll break up this family") and provide a promise of safety ("Everything will be okay as long as you don't tell"). (8)

T 15. When the abuser is an adult who is both trusted and loved by the victim, and therefore in a position of power over him/her, it makes the victim feel helpless to resist or complain. There is a myth that if a female is sexually abused she did something to deserve it, and a "real" man is strong enough to protect himself from abuse.

PART II. ***What do You Think?***

1. Why is it important that teenagers learn about child abuse?
   (1). **Abuse can happen to them.**
   (2). **They may be able to stop or help prevent it if they are aware.**

2. Who are the primary abusers (offenders) and who are primarily abused (victims)? Why do you think this is so?
   (1). **The primary abusers are men**
   (2). **Those primarily abused are women and children.**
   (3). **Power imbalance in relationships. Society encourages men to be aggressive and women and children to be passive.**

3. Why do some parents who love their children abuse them?
   (1). **Parents may be unable to cope with their problems and stresses. (financial, emotional, alcohol, etc.)**

4. Why is it that abused children of today may be tomorrow's abusive parents?
   (1). **Parents learn how to be parents from their parents and the way they were treated as children.**

5. Why is what some parents don't do considered abuse?
   (1). **It is called neglect. Neglect is when parents don't provide adequate food, shelter, affection, etc.**

6. Is child abuse a characteristic of any particular economic or social level, race or religion? Why? Why not?
   (1). **No, anyone can be abusive in response to stress.**
   (2). **Society's attitude towards violence influences everyone.**

7. What are some ways a teenager could be emotionally abused? By a teacher? Parent? Peer?
   (1). **Continually humiliated, critized, harassed.**
   (2). **Locked out of the house.**
   (3). **Grounded for long periods of time.**
   (4). **No affection shown towards them.**

8. Do you feel that society's attitude contributes to the incidence of child abuse and neglect today? If so, give some examples.
   (1). **Yes, condoning of violence.**
   (2). **Teaching learned helplessness.**
   (3). **Reinforcing stereotypes.**

9. What can you do if a friend tells you they are being abused?
   (1). **Be supportive**
   (2). **Give him/her the hot-line number.**

10. What can you do if you are in danger of being abused, or are being abused?
   (1). **Say "no"**
   (2). **Get away**
   (3). **Tell someone, or call the hot-line.**

V. Case Stories

Story about Physical Abuse.
- **"The Call That Came Too Late"**

Story about Physical and Emotional Abuse.
- **"Who is Responsible? The Betty Whelan Story"**

Story about Incest.
- **"No One Knew My Secret 'til One Day**

Story about Aquaintance Rape.
- **"He Said He Loved Mom, BUT..."**

Story about Physical and Emotional Neglect
- **"How Could Momma Say She Loved Us..."**

Accounts of Sexual Harassment.
- **Students Report from High Schools.**

V. Case Stories

Case stories are an easy way to aquaint students with abuse. They may be assigned as homework and discussed in class, or read and discussed during class.

STORY ABOUT PHYSICAL ABUSE

•The Call That Came Too Late... (Story from *Childhelp USA*)

It was getting so I dreaded Christmas. When I was younger, about eight, I guess, I dreamed about a Walton Family holiday, where we'd all sit around the huge tree, laughing and opening presents after eating a turkey dinner. You know the kind of Christmas I mean. But ours were never that way.

In the first place there was never enough money and I guess it just frustrated my parents that they couldn't buy us the kind of things they knew we wanted, like nice clothes and pretty dolls and bikes and toys like other kids got. And then too, right around Christmas, the snow was piled up around the house and it was too cold to go out, so us three kids were stuck in the house. It was especially bad on the weekends when my dad wanted peace and quiet and to watch TV without a lot of kids running around getting on his nerves.

He kept a belt handy to use on us. He'd say, "That's the way my dad treated me and, by God, I turned out to respect my parents, and that's what you kids are getting," and he'd chase after us with the belt and whack us. At first it only left a bruise, but things really got out of hand when he lost his job. Then it was beating after beating. Sometimes we kids crouched in the corner while he hit us and threw us around. Then he started using his fists.

I couldn't go to school for days at a time because I was bruised all over. How could I undress and shower for gym class? The same with my brother and sister. We all had to stay home after the beatings.

Dad didn't start hitting Mom until he lost his job, then he lashed out at her too. We heard him slapping her around and she'd be crying for him to stop. Once it went on all night. I stuck my head under the pillow and cried, praying he would stop.

The next morning she'd be swollen and fix our breakfast without talking. Dad would sleep in. I kept hoping he'd get a job, but he even stopped looking, just went to the employment office for his check and came home to sit in front of the TV and drink away the day.

The more he drank the worse he got. I was ashamed to have my friends come in my house. Dad would be sprawled out on the sofa watching TV and you could see he was drunk.

I felt more sorry for my Mom than I did for us kids, except for my baby brother Jimmy who was only five. I don't know why but Dad seemed to take it out on him more than the rest of us. Once I tried to stand in front of Jimmy but my Dad pushed me across the room.

There's just so much a person can take. I was going on sixteen and couldn't take the violence in our home. I told my mother I was going to the police and she begged, yelled and threatened that if I did she'd deny it. She wanted to protect our family, I know, but I always wondered how the neighbors could not help hearing the screaming that went on sometimes all night and why they didn't call the police themselves. I guess people just don't like to get involved.

But like I said, before and after Christmas were the worst times for our family. I saved a little money from baby-sitting and bought Jimmy and Susan gifts and found a pretty picture for my folks in the drug store. It was a picture of a country scene to hang in our living room.

But we didn't open our gifts. Dad stayed in his room, Mom was hurting so bad from the night before she didn't talk to any of us. I took care of Jimmy and Susan and let them open their presents from me but there were no happy smiles or the kinds of things you see on TV where the family is singing by the piano and hugging each other each time they open a gift.

I dreaded the winter storms. Unless you live in the North like we do, you can't relate to what it's like in January...snow piled up so you can hardly get out your door. And there we were, the five of us in our house and fear living with us from morning to night.

It's funny how it all happened that we went for help. It was because of the picture I gave Dad and Mom. They finally opened it a few days after Christmas and when Dad saw that peaceful farm scene with trees and mountains in the background and a regular barn with a horse and a long wooden fence around the farm, he brokedown and cried. I cried too cause I had never seen my Dad cry before. It's awful when a grown man cries, and this time it wasn't because he was drunk or anything. That picture made him think about his childhood on the farm and I guess he felt homesick so he just looked and looked at it and kept on crying.

We stared at him, afraid he was going to go into a rage but he just laid the picture down and went to his room. It was quiet all day except for the wind and snow blowing up against the window. We ate in silence, wondering what would come next.

We didn't have to wonder long. Dad came out of his room and sure enough he had been drinking. Whatever it was, he lost control and started in on Jimmy, beating him so badly he lost consciousness. Susan and I were scared speechless, but Mom took off in that zero weather with only a sweater on and ran screaming for help. The police came and took Jimmy to the hospital.

Dad told the people he never meant to hurt us kids, that he had been beaten as a child and thought that was what a father should do. The problem was with his drinking so much and being out of work, he lost control.

I had heard of child abuse before. You know I'd seen TV movies about it and each time I saw one I'd kind of cringe thinking that's me...that's us, our family. When a HOTLINE number went up on the TV screen I'd think, I should call, but I never had enough nerve. Now I wish with all my heart I had called because, you see, my little brother Jimmy died from the last beating. Maybe if I would have called for help before, he would still be here.

Dad is serving time in jail because Jimmy died. Mom goes to see him, but I can't because you have to know how I feel inside-full of confusion and hatred toward my dad because I really loved my little brother and I keep remembering that my own dad, *his* own dad actually killed him. That's not easy to forget.

The Social Services lady that comes to our house each week has been a big help to us. I found out something from her. Children do have rights. You do and I do. We just have to know where to turn for help.

I hope if you have had to live through what I did, or you know someone who is being abused at home that you will call your county's Child Protective Services or the toll-free National HOTLINE, 1-800-422-4453.

STORY ABOUT PHYSICAL ABUSE AND EMOTIONAL ABUSE

- **Who is Responsible? The Betty Whelan Story.** (Story from *Skills for Violence-Free Relationships*)

Her name was Betty Whelan, 35 years old, a junior accountant. She was married to Harry Whelan, 48 years old, a drapery contractor and installer who worked irregularly. They were married for several years. This was his fourth marriage. They had an 18-month-old daughter, Meghan.

Throughout the years of their marriagae, he became gradually more and more abusive. He was emotionally abusive, telling her constantly that she did everything wrong. He ridiculed and humiliated her and criticized the way she was raising Meghan. He harrassed her about her job, insisting that she quit. His own income was erratic, so Betty paid the family bills. Even when he had money, Harry did not help with family bills.

He was also physically abusive. Betty was embarrassed and ashamed about it, so she didn't talk about it much. Family and friends knew that he beat her. Her employer and co-workers knew that he harrassed her and saw her injuries after his beatings.

Like many other battered women, it seems possible that Betty never got the support she needed. However, Betty did get to the point where she told Harry she was filing for divorce. He became enraged, kept her imprisoned at home for more than a week. He wouldn't let her go out, not even to work. He monitored her calls.

Betty managed to flee with Meghan and found refuge at a shelter for battered women. While at the shelter, Betty talked to Harry on the phone, and he begged to see the baby. So she arranged to meet him with Meghan at her attorney's office. She had a family friend go with her. Harry met them in the parking lot, took the baby and ordered Betty to get into the car. He threatened to hurt the baby. Betty was frightened, but felt that she had no choice. Betty's body was found three months later, and Harry has been convicted of second degree murder. Meghan now lives with an aunt and uncle.

No one knows all of the details. However, following Harry's conviction, the court received a letter from a former wife of Harry's, describing his violence and abuse during their eight year marriage.

STORY ABOUT INCEST

•No One Knew My Secret 'til One Day...(Story from *Childhelp USA*)

When I heard someone was coming from Social Services to talk to our class, I panicked. I didn't want to go to school that day. I was afraid they'd look right at me and know-something on my body would show that I was one of the people they were talking about.

But I went to school because I didn't know what else to do. And now, I'm glad I did. The man talked in a kind, understanding way, about what was going on-things that people don't even dream are possible. In nice homes, down the street...homes that look lively on the outside are actually having problems on the inside.

Like our home! To walk down our street and see our house, you would think it was beautiful. It's a beige and brown, large two-story home with a brick front. We have a housekeeper because Mom is so busy with her career as an Assistant Vice President in a big corporation, she could never do all the housework and she likes things just so. My dad owns his own manufacturing company; so you see, money is not a big problem in our house. I'm the oldest of four children. (I've never said this to anyone, but I think my mother should never have had children.) She doesn't relate well to kids. We're all girls in our family, and I know my dad really wanted a boy. I think each of us felt a little guilty that we turned out to be girls, and I wish with all my heart I was a boy-that we were all boys, 'cause maybe what happened would have been different.

I decided after the man from Social Services spoke to our class, I would talk to him. I had held in my 'secret' a long time, had quietly kept it inside, and avoided making a lot of friends at school because I was sure they could tell if they talked to me long enough. I use to see those girls, cheerleaders and girls like that, with their long hair all shiny and their faces laughing, and wonder what it would be like to feel secure and happy like them. Course, maybe they really weren't...maybe it was all an act, who knows? How could I tell what was going on their heads...no one knew about *me*. Not even my best friend Karen. I didn't even tell her. She would have died if she had known and maybe wouldn't have wanted me for a friend anymore, so I had to keep it a secret.

But that day in school, I listened, kind of sliding down in my seat, feeling my face go red when the man talked about sexual abuse, about what fathers can do to their kids, and the kids don't know who to tell or where to go. I waited after class, taking a long time to pile my books on the desk and hung around the classroom door until he finished talking to the teacher. Then I stopped him and asked if I could see him a minute.

He agreed and asked the teacher if we could use the empty classroom. For the first time since it all happened, I poured out my story, and he listened, leaning forward. I cried all over the place. He handed me a tissue. I knew he understood this was hard for me to tell.

My voice was coming out kind of squeaky and in gulps when I told my story. "My father did those things to me, " I said, not looking up, letting my long hair fall across my face, not daring to push is away. I didn't want my face to show. "When I was just a little kid, maybe 8, it started," I told him. "At first, daddy just came in my room, (I had my own bedroom because I was the oldest) and sat on the edge of my bed. I was so happy to have my daddy tuck me in and kiss me goodnight; and at first, that's what he did. But, one night, he put his hand under the covers and started rubbing my leg and between my legs. I got so scared, I started to cry, but he told me not to cry, that he loved me so much, this would be our "special secret," and that I must never tell anyone..ever. I was so scared that my daddy would stop loving me and afraid I'd get into trouble if I told my mother, (I didn't think she would have believed me anyway), I kept our secret. I'd lay in bed at night and pretend I was sleeping, but he'd come in and kiss me goodnight and start rubbing my body all over. He kept telling me as I got older I should know what goes on between a man and a woman and he wanted me to learn from him, not from someone else who didn't really care about me like he did.

"I knew it was wrong. I couldn't look him in the eyes during the day, but he acted like nothing happened. He'd read his paper after work, watch TV, telling me to come and sit by him. I know my sisters always thought he favored me. I got to feeling like I was special...almost the way my mom should have been. But I think if she had been home and paid more attention to daddy, he would have loved her instead of me."

"But I'm fifteen now, and I can't stand it anymore. The gentle fondling and caressing stopped when I was ten. He did other things and made me do things I can't even talk about." I was crying again now, and the man (Mr. Spires) nodded, and handed me another tissue. "Finally he 'did it' to me and it hurt so bad. He promised he wouldn't do that again, but he did, over and over. Please, please help me know what to do, because I'm worried about my younger sisters. I couldn't stand it if he did that to them."

"I feel so unclean, so helpless, so afraid, and I don't know what will happen to our home if mother finds out, but I have to stop my father from touching me anymore or ever hurting my younger sisters."

After I told Mr. Spires, he said he would have to report it to the law enforcement people, but they would be on my side and not to be afraid. They came to our house and talked to my parents. I was so ashamed and afraid, I stayed in my room. My dad acted innocent and angry and I heard him denying everything. My mother was silent. I sat on my bed wondering what she was thinking. They called me into the room and when dad saw my face, he broke down and admitted what he had done. They said dad would have to go to court because what he did was against the law, but there is a good chance he will be put on probation.

I feel safe now and can sleep through the night without worring about the door opening and that big shadow looming over my bed and my dad's hands all over me. And my sisters won't ever have to go through what I did. I've even made some new friends at school.

Listen, I'm glad I told Mr. Spires. Really glad. Cause if I didn't my little sisters might have suffered like I did and maybe would have grown up to get into a lot of trouble. For sure it's going to take me a long time to learn to trust dad or any man again.

I have a hard time now looking a boy in the face, but my therapist says in time I'll be able to have a good relationship with boys. I hope she's right.

Sometimes when it was happening, I wanted to run away, but I was scared and now I'm glad I didn't. We have a good home, and we could be happy, I know.

I discovered in therapy that I was not alone...that one out of every four girls and one out of every ten boys in the United States are victims of sexual abuse. [sic]

I hope everything in our family will work out. My mom and dad are seeing each other and talking out their problems with a counselor. So maybe, we will become a family again. And, maybe I can get over what happened in the past and think of my dad as having a problem that has been solved.

I really, really pray it will be so. I let my story be written down so other girls with this same problem in their homes would know there really is someone who cares and someone who can help. But you must know where to go for help.

Talk to someone you trust, like a teacher, or call the toll-free National HOTLINE, 1-800-422-4453, and they will direct you to the right people in your area.

STORY ABOUT AQUAINTANCE RAPE

•He Said He Loved Mom, BUT... (story from *Childhelp USA*)

I had to get away from home. I knew I did. I though about it all day at school while the teacher's voice droned on about history and stuff I couldn't have cared less about. I doodled on my notebook paper to make it look like I was taking notes, but I was thinking, trying to form a plan so I could leave home. I had $24 saved up from babysitting, so how far could I go on that?

Everything was okay until Jack came along. Why in the world my sweet, quiet mother married him I'll never know, but he ruined everything. If she only knew what he was really like.

I kept on doodling on my paper, thinking back to the time when it was just Mom and me. We did okay, even if we were broke a lot and had to have help from Welfare. Still, Mom made pretty good money as a waitress. I'd wait up for her at night and when she came home from work, we'd count her tips and talk about our day.

And then, Jack came along, and she fell in love, and that was the end of me...the end of the inner me, if you know what I mean. I tried to like Jack, I really did. He was a big, good-looking guy and was nice and tried to talk to me, but deep inside I got a queasy feeling when he looked at me I didn't dare tell anybody; there was nothing to tell...not then.

Jack is old, like almost 40 and I'm 15. I've been told I look older and that I look like my Mom. She's really pretty with soft, blonde curly hair and blue eyes that look like the ocean on a warm summer day.

He wanted Mom, yeah, but he wanted me too. I had to get away. I couldn't live in the same house with that man.

I really love my Mom a lot and I know this will hurt her. But it would hurt her a lot more if I stayed and if what happened ever happen again.

Maybe if Mom wasn't working nights, it would never have happened, but there we were-just the two of us in this little house. I feel like crying just talking about it cause it's probably my fault. I must have done something to make Jack do what he did.

We were watching TV this one night and I had my robe on with my hair up in hot rollers. I was just sitting there, engrossed in this good movie, when I felt Jack touch my arm. I looked up and my heart started pounding; after all, I'm not stupid. I knew what he wanted and I didn't know what to do. I was embarrassed and scared. He took the rollers out of my hair and began to touch me all over.

I fought him, backing up against the wall, and he kissed me so hard by mouth started to bleed, and then he pushed me down on the floor.

Yes, I was raped by my own mother's husband. And I wasn't strong enough to stop him, and I knew this was only the beginning. He wasn't gentle or nice, either. He hurt me beyond what I can describe and when he was through, he kind of smiled and said if I ever told my mother, he'd beat me so I couldn't walk.

I honestly didn't know what to do. But the next night, after Mom left, he came into my bedroom and I just couldn't believe this was happening. I cried and begged and hit at him and the harder I fought, the more he seemed to like it. So I finally 'tuned out' and let him do what he wanted.

I felt completely helpless.

Mom wanted to know what was wrong with me the next day. She said I looked tired, maybe I should eat more, but I told her I was okay. But, yet, I was tired. I hadn't slept in two nights wondering what to do and where to go. I could see Jack had plans for this to be a regular nightly routine, coming into my room and pushing me into a corner whenever Mom was out of the house.

So sitting there that day in school doodling in my notebook, I made up my mind I had to leave the house. I couldn't tell my Mom; she loved Jack a lot and he was always hugging her and telling her she was gorgeous. Then he'd look at me over her shoulder, smile and wink. I really wanted to die. But after all she'd been through, I couldn't hurt her. No, it was my fault, and I had to go.

I packed a few clothers, took a $20 bill off Jack's dresser, and, with my $24 and some food from the fridge, I left, walking until morning, when I hitched a ride. Two young guys picked me up and I trembled all over when they laughed and joked about not letting me out of their truck. But they did, after they drove around for awhile, and there I was in the city. I'd never been there before, even though we lived pretty close; but downtown was nothing like I had dreamed it would be.

It was just a big city, a big, dirty city full of people walking around not looking at each other. Theaters that were big and beautiful fascinated me. I guess that is where movie stars have their fancy premieres and stuff.

I was hungry and found a hamburger place where I could set my suitcases down and think about where to go. I didn't know if Mom got the note I left. I didn't know if she would call the police. People were still walking around the streets and the darker it got, the more scared I was. I wanted to be home in my own bed. But when I thought of Jack, I shuddered. No. I couldn't go home again.

I sat down at a bus stop and there, in big yellow letters, was a HOTLINE number for kids who needed help. I scribbled the number on a piece of paper and thought about what I'd say. It was scarey dialing a number where no one knew me. I didn't know what I would say, but a woman's voice on the other end was so understanding, I blurted out that I needed a place to stay. She said they would send someone for me if I would stay right where I was.

That night no one asked any questions, they just let me sleep. In the morning, I told the social worker everything about Jack and what had happened, and she listened and believed me, and didn't put me down for running away.

I could have died when she called my mom and talked to her, but when she put me on the line, we both started crying.

I wish I could say that I went back home and Jack said he was sorry and wouldn't touch me again, but it wasn't that easy. Jack denied everything and the social worker advised that he leave the house for the time being. She was thinking about me and really cared about how I felt and what had happened to me.

Mom had really loved and trusted Jack, and I felt sorry for her. I hope next time, Mom will be luckier; but because Jack wouldn't admit anything and refused to go into therapy, she filed for divorce. I can't say I'm sorry. I'm only sorry it happened at all because I don't know when I'll be able to let a boy touch me. The memory of what Jack did is still too real.

I told my story because I want you to know that you do not have to be sexually abused by anyone. There is a number in your phone book under your county's name for Child Protective Services.

They will help you know what to do, like they helped me. If you can't find the local number, call the toll-free National HOTLINE, 1-800-422-4453.

They can direct you to people in your area who will help you now.

A STORY ABOUT PHYSICAL AND EMOTIONAL NEGLECT

•How Could Momma Say She Loved Us...

(story from *Childhelp USA*)

It was January and bitterly cold. The Chicago wind was blowing and whirling snow pouring down from the grey sky wildly every which way. Melly, my younger sister and I couldn't even shout to each other over the wind, it was so loud.

We walked along the sidewalk through the deep drifts and for the hundredth time I wished we each had a pair of boots. I pressed my school books closer to my flimsy jacket as though that could hold off the freezing cold.

I glanced back at Melly trudging behind me. She looked like a walking frozen statue. I had always tried to take care of Melly 'cause I was her big brother and she was three years younger than me and little for her age. You could tell just by looking at her that she was sick a lot. Now her nose was red and runny and she looked as though she would fall down in the snow and never get up.

Just three more blocks and we could turn the corner and even though I know the icy wind would be blasting at us at the turn of our street, we would soon be home. Not that it would be much warmer inside our house. Our electricity had been turned off last week and you could almost see your breath in the house, it was so cold, but at least we would be out of the freezing wind.

I thought ahead of what I would do. I'd stand by the oven and put my hands out and gather the warmth inside my chilled body and make Melly change her clothes and hope there would be clean socks and warm clothes for both of us.

After all, I wasn't a kid like Melly. I was fourteen and felt responsible for her and my younger brother and sister.

I wondered as we turned the icy corner if Momma had remembered to lock the door before she left for work. The thought of Freddie and Jamie (only three and four) alone all day in our small cold apartment made me feel sick inside. But there was nothing I could do, except tell Freddie to watch out for Jamie and leave food for them until we got home.

Momma went to work at a restaurant in a bowling alley and worked from noon until eight or nine, but sometimes she didn't come home until early morning. Once I went to the bowling alley to get her because Jamie had a fever. Momma was drinking and dancing with the man she worked for and was so mad that I came, I never went back again.

It wasn't so bad in the spring and fall, but our little apartment couldn't stop the blazing summer sun from cooking the rooms or keep out the stormy winter winds.

Melly and I tried to keep Freddie and Jamie comfortable. In the winter we laid them on the mattresses on the floor in the one bedroom we shared and covered them up with everything we could find, but they were still cold.

I begged Momma to pay the electricity bill, but she threw me a look. I knew what it meant, "kid, you just don't understand, do you?" I didn't dare say it, but I know the money Momma spent on drinks could have paid the electricity bills.

But I tried to understand. So did Melly. We knew we were poor and we knew we were different from kids with real beds to sleep in and warm blankets. We knew when we went to school in cotton clothes without boots and warm jackets in the freezing Chicago winters that we weren't like the other kids in their warm ski jackets and high boots. But still, I wouldn't have minded that if only Momma would stay at home during the day with Freddie and Jamie.

Melly and I took turns staying home with the little kids as much as we dared, but the school got suspicious and wrote Momma a note asking why we were out so often. She got really scared and said we had to go to school whether we liked it or not.

I worried all during my classes. I wondered if I should tell Mrs. Willis, my homeroom teacher, but Momma threatened me with my life if I told anyone she left the kids alone during the day. It was against the law, she said, and they would take her away and put us kids in a foster home. I couldn't stand the thought of being separated so I never told anyone.

Now Melly and I walked up the icy sidewalk to our apartment building. I was right, it was as cold in the house as it was outdoors. Freddie was standing in the hall sucking on an orange. He still had his wet pajamas on and his hands were blue with cold. I asked him where Jamie was and he pointed to our bedroom.

The same stack of dirty laundry was piled in the same place in the corner of the kitchen and dirty dishes were stacked in the sink and overflowing on the cupboards. Freddie had spilled Wheaties on the floor and I stepped on them crunching my way across the worn linoleum. There wouldn't be hot water to wash the dishes. I decided I'd just have to rinse out enough for us to eat whatever I could find for dinner.

It's funny! When things are a certain way in your life you just accept that that's the way if should be. I guesss Melly and I did. Our life was never having enough to eat, being alone most of the time, hoping for clean clothes in the morning and trying to ignore the smells from the garbage coming from the surrounding tenement buildings.

One time a friend from school invited me to his house and I saw what a real home was like, warm and clean, with parents that cooked dinner and came home from work and hugged the kids. They all sat around the table laughing and talking and I felt a real lump in my throat. I was so embarrassed at how I was dressed, I wanted to disappear.

Momma hated housework. She told us over and over "I had it real good when I was your age. I was pretty. Had lots of boyfriends. It was your daddy that wrecked my life. If it wasn't for you kids I could still have it good. Believe me, I work my fingers to the bone trying to provide for you and you'd better appreciate it because sometimes I'd like to hang it all up and leave."

I didn't blame Momma, but it wasn't our fault we were born. Melly and I'd just listen. We learned to shut up and not answer back long ago, 'cause Momma could have a mean temper. It was easier just to listen and try to stay out of her way. Still I wished she'd clean up the apartment before she left for work, but expecially when she had been out late drinking she would sleep in until time to leave for work. Off she'd go, warning Freddie and Jamie to stay in the kitchen by the warm oven and play with their toys until Melly and I got home from school at 3:00.

I was shy in school, but who wouldn't be, dressed in clothes Momma bought at rummage sales always either too big or too small. I tried to keep Freddie and Jamie clean, but nothing I did make them look like anything but raggedy kids. Once I heard a neighbor call us names and my face turned red. I felt like crying, but I just walked faster, pulling Melly along. I never forgot those names she called us. That aching hurt inside won't go away.

But tonight, in one of the worst blizzards of the year, all I could think of was getting warm. I wished we had a telephone so I could call the electric company and beg for them to turn on the heat, but if I asked to use a neighbor's phone Momma would find out. Anyway, she was warm at the bowling alley and probably didn't think about us kids freezing at home.

My heart jumped when I walked into our bedroom and saw Jamie. She didn't look right. I leaned over her mattress and called her name, but she didn't move. Her lips were blue and swollen and her feet looked like they were dead.

I know Momma would have a fit, but something was terribly wrong with my baby sister and I had to get help for her.

I wish the rest of the story was pretty and I could end it with 'and they lived happily ever after,' like the story books, but Jamie was so sick the neighbors called an ambulance and she was taken to county hospital. Momma was called from the bowling alley and we met her at the hospital. I could tell by looking at her eyes that she was really scared.

Jamie had to stay in intensive care at the hospital for a long time. The Social Services lady took us away from Momma because she was accused in court of child neglect. They put her in a program for alcoholics where she could get help. Melly and Jamie were put in one foster home and Freddie and I in another. Do you know how lonely I feel away from my family? I had been big brother, responsible for them and now we were separated. Sure, I'm happy we are living in happy homes where people care about each other and us, but still I miss my Momma and my family.

The good part is that Momma is really working with the counselor to stop drinking and saving money to get an apartment so we can be together again. And I've make up my mind. I'm going to finish school and make enough money so that we can have a real home someday. If I have to spend the rest of my life making sure my brothers and sisters are warm, comfortable and happy, I will. I told that to Momma when she came to visit and for the first time in my life, I saw tears splash down her face. She even reached out and hugged me, so I know Momma wants us together, too.

Remember my teacher, Mrs. Willis, the one I wished I would have talked to about our family? She said she almost reported the way Melly and I came dressed to school, in flimsy clothes in freezing weather, but she didn't think she should get involved.

You know something? I wished she had. I didn't know then that there is a law that when children are hungry and cold and need help of any kind concerned people are supposed to report it to the authorities. There is a toll-free National HOTLINE number you can call and they will tell you where to get help in your town.

That number doesn't cost money to call and it's important to know that someone cares. The number is 1-800-422-4453.

ACCOUNTS OF SEXUAL HARRASSMENT

- **Students Report from High Schools.** (Stories from *Who's Hurt and Who's Liable: Sexual Harassment in Massachusetts Schools.*)

Representatives to the Massachusetts Department of Education's Student Advisory Councils were asked to write reports of incidents that they had seen or heard about in their high schools. These students came from vocational and comprehensive schools, in a number of different cities, towns, and regional districts of Massachusetts. Included were a few private school students. A few of the reports from these student representatives are reprinted below. The students' comments have sometimes been edited for clarity; but otherwise, the students own words have been retained. Students were told not to use real names, and it is assumed that some may have used the third person even though the incidents happened to themselves. It should be noted that most of these incidents had never been reported to any adult school personnel.

- In driver's education class, a young woman was going to the front of the classroom and suddenly a group of young men began calling names and saying insults and rude comments. She said nothing and her friends said nothing because they were used to it and they were scared. She felt very low and disrespected. I said something to the young men because the young woman was so scared.

- Jane was dragged into the male locker room by a few members of the track team last fall. It was the first time it ever happened. But it must have been rather scary because it was forced upon her and she was left in the showers with some nude students. I'm not sure how it affected her but I remember her crying and carrying on for about a week afterwards. She was embarassed but I don't know if it affected her grades, etc. She obviously avoided the people who did it. The two young men who did it were caught but not punished at all.

- In school there was a really huge senior. He was very flirty, but it got to the point of harassment. There was no way I could make him stop, because he was huge. He would come up to me at my locker and hug me, or start kissing me and touching me. He'd compliment me too. It happened all the time during my whole junior year. I wasn't the only one he harassed.

- One female in diesel shop refused to go to lunch during her last two years of shop because she was the only young woman in the lunchroom at that time. When she went to the cafeteria, she was pinched and slapped on the way in, and had to endure explicit propositions made to her while trying to eat her lunch.

- A particular shop's predominatly male population designated one shop day as "National Sexual Harassment Day," in honor of their only female student. They gave her non-stop harassment throughout the day, and found it to be so successful (the female student was forced to be dismissed during the day), that they later held a "National Sexual Harassment Week."

•One female student was assigned the duties of fore-person in her shop, and was unable to perform her job because her male co-workers refused to acknowldge her. The female student received an "F" at the end of the week for not fulfilling her responsibilities.

•The two female students in automotive shop found it necessary to phone when one was going to be absent because the males in the shop preferred to harass them when there was only one in the shop; this also included subtle pressure for sexual activity from their male shop teachers.

These are only a handful of incidents of sexual harassment that occurred constantly, and continue to happen today. Sometimes the incident is reported and the harasser is punished. But more often than not, the incident goes unreported, and the harasser goes unpunished, and continues to harass these students.

VI. Factors that Contribute to Abuse

Power Imbalance

- **Activity 1: What Kind of People Can Abuse Others?**
- **Activity 2: Learned Helplessness.**
- **Activity 3: Sex Role Expectations.**
- **Activity 4: You Said a Mouthful.**
- **Activity 5: Images of Males/Females/Children.**
- **Activity 6: Reinforced Stereotypes in the Classroom.**

The Home Situation

- **Activity 7: Why Some Children are Neglected/Abused**
- **Activity 8: What is Physical and Emotional Neglect?**

Society's Influence

- **Activity 9: The Condoning of Violence.**
- **Activity 10: Confusing Rape with Sex .**
- **Activity 11: Expectations of Ourselves and Others.**
- **Activity 12: The Effects of Peer Pressure.**
- **Activity 13: How Advertizing Contributes to Abuse.**
- **Activity 14: What TV Tells You.**

VI. Factors that Contribute to Abuse

Power Imbalance

Goals:

(1) To familiarize the students with the concept of power imbalance as it relates to abusive behavior.

(2) To increase students understanding of the connection between stereotypes and abusive behavior.

Activity 1: What Kind of People Can Abuse Others?

Objective: The students will be able to explain how a person with power can abuse others with less power.

1. **Ask the class to list** groups or kinds of people who are less powerful than they are. Accept all reasonable answers at first, but then push them to think about "local" examples, people with whom they have direct contact.

2. **Make the same kind of list** for persons who they feel are more powerful than they are.

3. **See that they include** persons more or less powerful than they but of the same general age.

4. **Summarize how power functions** in an abusive relationship by sharing the following information: (16)

   - People who have power over another by virture of their role (parent, boss, teacher, etc.) or by virture of their physical strength are the people who can abuse others.
   - Abuse always includes forcing (sometimes through trickery, sympathy, or trust) someone to be a part of something they don't want to be apart of.
   - They dominate others by unfairly taking advantage of a situation.
   - They intimidate others to force their consent, or proceed without their consent.
   - They take pleasure from someone else's pain or discomfort.
   - They abuse power that they have over people and violate other's rights. (16)

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Note to the teacher:
Victims of abuse may feel confusion, guilt, anger, fear, hoplessness and loneliness. They always feel helpless. They feel unable to stop someone from hurting them. They can feel singled out for no reason.

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Source: Adapted from *Preventing Sexual Abuse,* Carol A. Plummer and *Tune In To Your Rights,* Barbara Morris.

Activity 2: Learned Helplessness.
Objective: Students will be able to discuss how feeling helpless is a learned behavior.

1. **Present definition of learned helplessness:** Learned helplessness exists when people believe they are going to fail no matter what they do.

2. **Describe the following experiment.** Introduce it by saying that feeling helpless is something which can be learned. The following experiment explains how scientists taught rats to feel helpless.

   The rat experiment: In the following experiment newborn rats were taught that it didn't matter how hard they struggled they could not change their situation. The rats were held in the experimenter's hand until all voluntary escape movements ceased. They were then released. This procedure was repeated several more times. The rats were then placed in a vat of water. Within thirty minutes, the rats subjected to the learned helplessness treatment drowned. Many did not even attempt to swim, and sank to the bottom of the vat immediately. Untreated rats could swim up to 60 hours before drowning. The sense of powerlessness was generalized from squirming in order to escape handholding to swimming in order to escape death. Since the rats were all physically capable of learning to swim to stay alive, it was the psychological effect of learned helplessness which was the theory to explain the rat's behavior. (Lenore E. Walker, The Battered Woman, 1979)

3. **Share with the students** that people are also taught to feel helpless. We learn through sex role expectations what we can do and what we cannot do. We learn who has the power and who does not. We learn how to behave according to our roles.

   Read the following rhyme (or ask the students if they remember what "little girls" and "little boys" are make of).

   Sugar and spice and everything nice,
   that's what little girls are made of.

   Spiders and snails and puppy dog tails,
   that's what little boys are made of.

4. **Discussion Questions:**
   Ask what does this rhyme say about boys and girls? (for example: Girls are nice. Even good enough to eat. Boys, you don't want to mess around with. Certainly, they are not nice.)

****

Note to the teacher:
Be sure to include that men are expected to be dominant, aggressive and in control. Women are expected to be passive, submissive and unable to take care of themselves. Point out, for example, in other children's stories we learn that the "Prince" rescues Snow White, Cindrella, Rapunzel and Sleeping Beauty.

If the students argue that there were active women in these stories (i.e., the wicked mothers or Godmother) be sure to ask them to look closely at what the message is about those women. In these stories the active women are evil and must be destroyed. The good women are passive (ie,. asleep, or dead). For more background information on these stories read Activity 3: Sex role Expectations, page 66.

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5. **Discuss how role expectation relates to abuse.** Summarize the main point: That we learn roles that make it possible for men to be active and powerful and women to be passive and powerless. People with power can abuse the less powerful.

6. **Optional activity:** If time permits, instead of just pointing out that other children's stories teach passive roles for women and active roles for men, do Activity 3 (page 60).

Source: Much of the idea for this activity and the use of the fairy tale examples came from *Skills f or Violent-Free Relationships*, Barrie Levey 1984.

Activity 3: Sex Role Expectations

Objectives: (1) Students will be able to discuss how people are taught "learned helplessness" through role expectations.
(2) Students will understand how stereotyped expectations of how male and female behaviors can contribute to the abuse of women.

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Note to the teacher:
Fairy tales provide examples of role expectations. It has been suggested that we learn from fairy tales what to expect when we grow up and get married (whether or not we do so). What does this have to do with domestic violence? The fairy tale ideas about love and marriage, and how to be masculine and how to be feminine, (1) do not prepare us for real life relationships with real people, and (2) make it possible for men to think it is okay to beat up their wives and girlfriends and for women to think it is normal to be beaten.

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1. **Fairy tales describe families:** Read the following fairy tales (or have the students tell the stories).

Snow White: Snow White's real mother was a good queen who died shortly after Snow White's birth. The king remarried. His new wife was beautiful, cruel, and powerful. She checked her magic mirror daily to assure herself that she was the "fairest of all" and was, until Snow White grew and the mirror said that *she* was the fairest. The wicked queen ordered her killed, but the kind hunter saved her.

Snow White found her way to the house of the seven dwarfs, who adored her and allowed her to stay with them - if she would keep house for them. The wicked queen kept trying to kill Snow White and finally devised a poisoned apple. When she convinced Snow White to bite it, she died. The devoted dwarfs put her in a glass coffin.

One day a handsome prince rode by and fell instantly in love with Snow White in the coffin. He bought her from the dwarfs, and while carrying the coffin on his horse, the poisoned apple dislodged from her throat and she revieved. The Prince and Snow White got married, the wicked queen was punished, and they lived happily ever after.

Cinderella:
Cinderella also had a good mother who died when she was very young. Her stepmother was greedy and cruel. She protected and cared for her own "real" daughters - but Cinderella was forced to clean house and eat from the ashes. Cinderella wished she could go to a ball at the palace where the Prince was selecting a bride, but her wicked stepmother had made it impossible. Cinderella's fairy godmother appeared and granted her wish. The Prince fell in love with her, but she never told him who she was and left behind only her "dainty glass slipper." When Cinderella was disovered as the true owner, she and the Prince were married and lived happily ever after.

Rapunzel:
Rapunzel's mother (long before Rapunzel was born) had a craving for a vegetable in the neighboring garden, which was owned by a witch, and had her husband steal it for her. The witch discovered the theft and offered the mother as much of the vegetable as she wanted in exchange for her daughter when she was born. Rapunzel's mother agreed, and after she was born, she was given to the witch. The witch mother kept Rapunzel locked in a tower in the woods. Rapunsel's prince eventually came along and finally he rescued her from the witch and the tower - and they lived happily ever after.

Sleeping Beauty:
Sleeping Beauty was cursed by an insulted godmother at her birth, and, after pricking her finger on a spindle when she was a young teenager, she fell asleep for 100 years. She was awakened by the kiss of her prince (who fell in love with her while she slept), and they lived happily ever after.

2. **Ask the Students:** What is the moral of these stories?
   What are the lessons we, as children, learn from these fairly tales about roles and power?

   Examples:
   - That men and women are opposites.
   - Men are active, women are passive (e.g., asleep, or dead).
   - If women are active, they are evil and must be destroyed.

- The good woman is passive, a victim, a possession, a "thing."(Something to be bought or taken.)
- The women in fairly tales are rescued or saved by princes- they cannot take care of themselves. *(Adapted from Andrea Dworkin,WomanHating, New York: E.P. Dutton, l974)*

Source: Barrie Levey, *Skills for Violent-Free Relationships*, 1984

Activity 4: You Said a Mouthful

Objective: Students will be able to discuss how disrespectful language encourages abusive behaviors.

l. **Have students** vertically fold a sheet of paper in half and number each column from one to eight. The left hand column should be titled "male," the other "female."

2. **Then for each statement** referring to a male, ask them to write in the "male" column the first descriptive word or slang term that comes to mind. Ask students to do the same for the statement referring to females.

3. **When the exercise is over,** discuss the results and the impact that language has on our thoughts and behaviors. What does this say about power imbalance in relationships? How could these thoughts and behaviors lead to abuse? Male/female statements are in mixed order as follows:

   l. Unmarried 45 year-old men. Unmarried 45 year-old women.

   2. Females who dominate their family. Males who dominate...

   3. Males who are outspoken with their opinions. Females who are outspoken...

   4. Wives who boss their spouses. Husbands who boss...

   5. A teenage boy who is umarried and sexually active. A teenage girl who is unmarried...

   6. A teenage girl who drinks, tells dirty jokes, or swears. A teenage boy who...

   7. A man who excels in sports. A woman who...

   8. A woman whose job is cleaning house and cooking. A man whose...

Source: Clark, Linda, "Jack and Jill Fight Back", SRA Helps You Handle Stereotyping, Vol. 1., 1975.

Activity 5: **Images of Males/Females/Children**

Objective: Students will be able to explain how media images of women reinforce a sense of powerlessness.

1. **Discuss: Is abuse of women related to abuse of children?**
(Many people believe women and children tend to be seen as property. Stereotypes of women are often made to look like children and both are seen by society as having less power than males.)

2. **Have students bring in pictures** of adults made to look or act like children in advertisements. Also, bring a magazine picture of a child made to look or act like an adult. How hard were these to find? How many were pictures of males? Females?

3. **Ask students to cut from magazines pictures** that show males and females in sex-role stereotypic ways. Have them also cut out pictures that depict both sexes in non-traditional roles or making adult choices. (Optional: Make contrasting bulletin board displays with words and images to depict this.)

Source: Adapted from Carol A. Plummer, *Preventing Sexual Abuse*, 1984

Activity 6: **Reinforced Stereotypes in the Classroom.**

Objective: Students will be able to identify statements made in classrooms that reinforce stereotypes of male female roles.

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Background Information:

Stereotypes and roles add to the problem of sexual abuse. Nearly all perpetrators of sexual abuse are men. Most victims are women and children. Raphaela Best, in We've All Got Scars: What Boys and Girls Learn in Elemenatary School (1983) says there is a "second curriculum" - a gender role curriculum taught in the schools. "It taught the children the traditional role behavior for their sex. It taught little girls to be helpful and nurturant. It taught little boys to distance themselves from girls, to look down on them and to accept as their due the help that little girls offered. Through its insistence that boys learn to be boys and girls learn to be girls, this second curriculum resulted in separate worlds for the two sexes within the classroom and on the playground...The second curriculum did an effective job of teaching each sex how to perform according to conventional gender norms... It was not as successful in teaching the boys and girls how to relate to one another."

In general, boys are taught to be aggressive and girls taught to be passive. That means boys often take what they want - being concerned with outside appearances (looking cool, being the leader, not being a chicken). Girls have been taught to be concerned with others feelings, and to be nice. That means being passive and sitting back, waiting to see what happens.

It is important that boys and girls learn to be more assertive, boys more in touch with gentle, nurturing feelings and the ability to share emotions; girls less concerned with other's feelings and more concerned with their own.

Roles and stereotypes limit students range of behaviors. Roles prepare the way for not dealing with each other as people but as roles. Sexual violence happens when people become roles or objects. Women become sex objects, men become economic objects.

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1. **Read and discuss** what the following statements, sometimes heard in the classroom, say about male and female roles.

Identifying Sex Bias In The Classroom

- "I want all boys up front where I can see them. This class is not for 'goofing off.' We are going to work hard."
- "Could I have a boy bring these textbooks to the front office?"
- "In this class, we will review the life of the caveman and discuss man's discovery of fire and his development of tools."
- Let's play the boys against the girls in softball. This will be an exciting contest."
- "We will be using the drill press today. Both boys and girls will have an equal chance to work on it, but I do not want any girls going near the machine until I have demonstrated how it operates."
- "The results of the standardized math achievement test are very encouraging. We may even have some future women mathematicians in this class!"
- "Today in gym class we are doing some basic exercises, starting with pushups. Everbody on the floor. I want the boys to show the girls how to do a real pushup."
- "As part of our 'future careers' program we will be listening to four speakers tomorrow morning: Mr. Jacobs will discuss the carpentry trade; Mr. Phillips, the field of medical technology; Dr. Roberts, the role of the physician in today's medicine; and Mr. Morgan, the problems of the small, independent businessman.
- "Now class, I know some of you are upset about your grades but you will do better next test, I'm sure. Sally -- no need to worry, you are a natural. Great job! But Bob, really, you will just have to study. You cannot learn by osmosis, you know!"

Source: Riley, Susan, *A Fair Shot/An Equal Chance*, 1980,

The Home Situation

Goals: To develop awareness regarding stresses in the home situation that can contribute to abusive behavior.

Activity 7: Why Some Children Are Neglected and Abused
Objective: Students will be able to list five stresses that exist for parents and one way children can help to avoid potentially abusive situations.

****

Background Information:
Neglect and abuse is rarely a willful act. Most parents want to be good parents, but have trouble dealing with the stress involved in marriage, parenthood, and relationships. People do not actually "live happily ever after." Families involve stress and conflict and being able to deal with changes that occur thoughout life.

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1. **Have the students explore why some parents are unable to care properly for their children.** Use the headings below (either the students can come up with the headings, or you can) and ask them to fill in reasons for problems that could exist in each catorgory.

   Emphasize that abusive parents have poor coping skills to deal with stress.

   Emotional Problems:
   (examples)
   - poor self-image because they were denied love and praise during their own childhood.
   - getting old, wrinkling, balding, gaining weight, decreased stamina.
   - Feeling like life is nearly over and wondering if they failed, or wished they had done better.
   - Feeling left out, not listened to, unappreciated, not needed by the teenager.
   - Maritial problems.
   - Could have gotten married or pregnant too early and resents never having time to grow up without kids.

   Financial Difficulties:
   (examples)
   - Kids wanting more than the parents can provide.
   - Parents feeling like failures, powerless, frustrated.
   - Lack of money creates a lot of stess.

   Limited Parenting Skills:
   (examples)
   - Most parents learned how to parent from the way they were parented.

(You might want to ask them to think about how they are being raised and if that's the way they want to raise their children. If not, let them know there are parenting classes available where they could go and learn positive parenting skills.)

- They may have unrealistic expectations of their teenager.
- They may be unwilling to see what they want for their teenager is not what is important to the teenager.
- They may not have good communication skills (not be able to listen to the teenager or communicate what they want or need as parents.)
- They may be too controlling or not set enough limits.

Drug/Alcohol Abuse:
- A parent's use of drugs or alcohol results in he or she becoming sick and unable to care properly for their child.
- The teenagers use of drugs or alcohol can cause an extreme negative response in the parent.
- Substance abuse can result in violence.

Confusion of Roles:
- May feel like it is too hard to be a parent and give up, no longer setting limits or just kick the teenager out.
- Can't separate teenager's life from their own becoming over protective, or controlling, not letting the teenager experiment or learn from making their own mistakes.
- May have to take care of their own parents now.
- Teenager may have to take care of parents because of illness or drug/alcohol abuse.
- Parent may look for love and caring from the teenager instead of their spouse or peers.

2. **Ask students what they could do to avoid potentially abusive situations.** (examples)
   - Be invisible when adults are "up-tight" or angry.
   - Don't beg or whine to get what you want--expecially if you've been turned down once.
   - Do what is asked--don't make parents nag.
   - If an adult is busy, say "Excuse me, do you have a minute?" If not, wait--don't interrupt.
   - Offer to help--above and beyond what is expected.
   - Practice good manners, extend compliments.

3. **When is it time to get help?** Most adults are good people and wouldn't hurt a child. Yet there are times when some adults do hurt children. When an adult is violent, negligent, verbally abusive or sexually inappropriate, it is time to get help. No one deserves to be abused in any way--to matter how good or bad that person acts!! Each individual is special and important.

Activity 8: **What is Physical and Emotional Neglect?**
Objective: Students will be able to identify characteristics of physical and emotional neglect.

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Background Information:
The majority of adolescent victims are victims of neglect.(22) Children suffer when their parents do not provide the normal experiences producing feelings of being loved, wanted, secure and worthy. For example many parents refuse to support their teenagers, locking them out of their homes. A Washington, D.C., runaway house discovered that one-third of the adolescents in its program had been thrown out of their homes. Many others are continually criticized, harassed, and humiliated by their parents. Others are severely limited in their movements and activities---grounded for weeks and even months at a time.(15)

During the teenage years children are very vulnerable and unsure about themselves. They need to know someone cares. Emotional neglect is very damaging. It can lead to:

- insecurity
- poor self-image,
- destructive behavior
- poor coping skills
- possible suicide

****

1. **Introduce this activity** by letting the student know that physical and emotional neglect are not always easily identifiable. Both can be extremely damaging. This exercise will have the students clarifying what neglect is. They may be under the assumption that when a parent is unwilling to buy the latest fashions in clothing or perhaps have the types of food available that they want, this is neglect.

2. **Have the students list** what they feel could be physical or emotional neglect. Ask why and why not. Then see if the behaviors or actions meet the following indicators for neglect:

   - Failure on the part of the caretaker to meet the child's basic needs.
   - Consistent hunger, poor hygiene, inappropriate dress, inadequate shelter
   - Unattended physical problems or medical needs.
   - Chronic truancy due to having to take care of younger siblings, or drug and alcohol use.
   - Extreme lack of attention, affection, emotional support.

Source: Adapted from Edwards, Dayan M.A., *Breaking the Cycle*, 1986

Society's Influence

Goal: To Increase students awareness of how society's attitudes towards violence can contribute to abusive behaviors.

Activity 9: The Condoning of Violence

Objective: Students will be able to list five circumstances where violence is condoned and can contribute to physically abusive behaviors.

****

Background Information:

The condoning of physical violence as an acceptable means of interaction and discipline within the family and the socialization of aggression are initial key ingredients to abusive behavior. (9)

****

1. **Introduce this activity** by stating that society gives mixed messages about the acceptability of violence.

2. **Ask students** when violence is condoned: List the times on the chalkboard that violence is acceptable.
   (examples)
   - in National Defense
   - in self-defense
   - in protection of others and personal property
   - in the past, wives and children were considered the property of their husbands and fathers, so the men were expected (by people and by the law) to exercise control over them (and horses and dogs...)
   - Corporal punishment (ie., spanking, hitting) is accepted as a method of controlling children and wives (The family was and still is seen as a private arena in which outsiders have no business)

3. **Read one of the following** stories to demonstrate how violence is condoned in our society.

   a. The Betty Whelan Story (page 47)

   Ask:
   - Who was responsible for Betty's death? Discussion should focus on the complexity of the question.
   - Even though Harry was responsible for actually killing Betty, who and what else contributed? Attorneys? Former wife? Family friend? Helping people? Family? Society? How did they contribute? What could they have done?

****

Note to the teacher:

It is helpful to list characters (attorney, former wife, friend, society, etc.) on the chalkboard prior to discussion, and go through each one asking students: "In what way was so-and-so responsible?" and, "How was society responsible?" etc.

Possible responses:

- Ignorance of co-workers, family and friends may have allowed it to go on longer.
- Society's attitude seems to be that what happens in a family is nobody else's business.
- Society's expectation of a woman is that she should "be a good wife," whatever the cost or pain.

Emphasize that society shares responsibility. Presenter may need to define society in terms of cultural norms.

****

OR

b. The Call That Came Too Late... (page 42)

Ask:
- Who was responsible for Jimmy's death? Discussion should focus on the complexity of the question.

- Even though the father was responsible for actually killing Jimmy, who and what else contributed? Wife? The oldest sister? Father's parents? Unemployment? Alcohol? Neighbors? School? Society? How did they contribute? What could they have done?

****

Note to the teacher:

It is helpful to list characters (wife, neighbors, society, etc.) on the chalkboard prior to discussion, and go through each one asking students: "In what way was so-and-so responsible?" and, "How was society responsible?" etc.

Possible responses:

- Ignorance of family members and neighbors may have allowed it to go on longer.
- Society's attitude seems to be that what happens in a family is nobody else's business.
- Society's expectation of a wife is that she should hold the family together whatever the cost or pain.

****

The students may know of other stories, such as The Outcasts, by E. S. Hinton, that describe how violence is condoned, and the eventual outcome.

Source: Adapted from Barrie Levy, *Skills for Violent-Free Relationships,* 1984.

Activity 10: Confusing Rape with Sex

Objective: Students will be able to identify three myths about rape and discuss how stereotypes influence how they think about sex.

1. **Introduce this activity by saying the following:**
   In our society sex and sexual violence are often confused so that some people think they are the same thing. In fact they are very different especially from the perspective of the rape victim. But because of the confusion we need to examine some of our beliefs about sex in order to learn how to avoid some abusive situations.

****

Note to the teacher:
You may want to define rape for the class (page 27) or ask them to define it. Be sure that you reinforce responses which indicate the violent and abusive nature of rape and distinguish it from responsible sexual activity. Rape is violence, not sex.

****

2. **Who is the victim and who is the rapist?**
   Ask the class to tell what images come to mind when they think of a rapist. Then ask them what images come to mind when they think of a victim. Have them include stereotypes they see on TV or in the movies. List these images and stereotypes on the chalkboard. Examples:

Rapist	Victim
sleasy	woman
mean	young
dirty	seductive
big	wears tight clothes
strong	alone
weird	weak
stranger	helpless
crazy	

3. **Share the following definition of stereotype** and talk about these stereotyped images. *A stereotype is a commonly-held image or belief about people or things as a group, usually not based on fact or reality. The image or belief is often false.*

4. **Discuss the following specific myths and factual information, on page 72.**

5. **Share the following characteristics of rapists.**
   - Most rapist appear to be "normal" by society's standards.
   - Most have a lack of self-confidence and self-understanding.
   - Most come from families where they were beaten or humiliated or sexually abused as children.

- They usually have poor communication skills. They don't know how to communicate what they want or need.
- They do not rape because they desire sex. They often have sex available to them through their girlfriends or wives. They rape for the feeling of power over, and intimidation of another person.
- **They cannot see women as human beings. They see them as sex objects.**

6. **Have students examine their own beliefs about sex.**
   Using a values spectrum, ask group members to stand up and move in order to place themselves on an invisible spectrum somewhere between, **I strongly agree** and **I strongly disagree,** in response to these statements:

   - When a girl doesn't wear a bra, it means she wants to have sex.
   - It's okay to force a girl to have sex if she has gotten the boy sexually excited.
   - When a boy wears tight jeans and no shirt, it means he wants to have sex.
   - It's okay to force a girl to have sex if she and the person she is with have dated a long time.
   - When a girl says "no" to sexual advances, she doesn't mean "yes."
   - I should be able to choose if and when I receive any sexual contact from another person.
   - I should be able to touch another person sexually if and when I want to, expecially if we are going together or are married.

7. **Discuss responses.** Males and females may need to challenge each other's thinking about verbal and non-verbal sexual messages. Clarification of expectations, hopefully, will result.

Source: Marie M. Fortune, *Sexual Abuse Prevention,* 1984

Myths About Rape

Here are some of the most common myths about rape:

Myth: ***"Most Women secretly want to be raped."*** All of us at some point or another in our lives have fantasies of being "taken" sexually, or being swept off our feet in a moment of passion. For girls and for boys the fantasies are somewhat different, but the idea of being forced, or forcing someone else, into sex is very common. There is an important difference, however, between fantasy and actual rape. You control your fantasies. They can be a sexual turn-on, but they are not reality. We can think about being held or "taken" and the thought is sexually exciting. In reality, though, rape is not sexually satisfying. It is an act of force and violence, over which you have no control.

Myth: ***"If a woman gets raped, then it is really her fault."*** Another common myth about rape is that it is really the woman's fault. If she got raped, then there must have been something in what she did or how she looked or acted that caused the rape. Partly this myth comes from the idea that in sexual situations women are responsible for saying no. So if a woman was raped, then she must not have been saying no loud enough. In the case of rape by a stranger, this is just not true. Research has shown that the way a woman dresses or acts or behaves has very little to do with whether or not she is raped...

Myth:*"Most women enjoy being raped."* We live in a society that increasingly links sex and violence. And it is often made to appear that the most exciting sex, the "sexiest" sex, is sex mixed with violence or the threat of violence. Advertising and the movies and record-album covers show sex and violence all wrapped up together. Fashion advertising uses themes of whipping or beating women as they display the latest clothes. Record albums have covers of women chained or stabbed or tortured. And for years, movies have used the "fantasy rape" scene, where the woman is threatened and starts out resisting, but soon melts under the man's power and charm. Scenes like these foster the myth that women like to experience violent sex...

Myth:*"Women rape men just as men rape women."* This is a common misunderstanding about rape, and it happens because people so often confuse the words "rape" and "sex." One way for boys to understand how rape is not sex is to think about being raped by another man and forced to submit to sexual acts against your will (forced oral sex and forced anal sex). Cases of men raping other men do happen in our society, and a woman could butalize another woman. But because of our culture, and because of the traditional roles of men and women, by far the majority of all kinds of sexual assaults are committed by men against women.

Source: *Changing Bodies, Changing Lives,* By Ruth Bell, Random House, 1980

Activity 11: Expectations of Ourselves and Others
Objective: Students will be able to identify stereotyped expectations they look for in relationships and how those expectations can support abusive behavior.

1. **Introduce this activity by saying:** Sometimes a sexually abusive situation develops when a person has unrealistic expectations of another person and insists on acting on those expectations regardless of the expressed wishes of the other.

2. **Identify expectations in relationships.** Separate the group into male and female. In each group ask members to list on the newsprint what kinds of things they want:
   - In a friend of the same sex.
   - In a friend of the other sex.
   - In a romantic friend or date.

3. **Look at the responses in each of the three categories.** Discuss the list in terms of differences and similarities.

****

Note to the teacher:
In the field testing of this material, responses to "romantic friend" usually emphasized good looks, money, car; while characteristics of "just friends" tended to emphasize honesty, loyalty, and shared interests.

Emphasize the importance of a range of personal qualities in any friend rather than relying on just looks and possessions. Judging a person or being judged on these things alone may result in inaccurate expectations which could lead to an abusive situation.

****

4. **Discuss:**
   - Why are the lists different?
   - Do you expect your date to pay for your dinner, movie, etc?
   - If so, what are you expected to give in return?

5. **Bring group back together.** Post all list and compare responses from female group and male group. Ask girl's to comment on the boy's list and the boys to comment on the girl's list. This often leads to some direct challenges between boys and girls which results in helpful clarification of their expectations of each other.

Source: Marie M. Fortune, *"Sexual Abuse Prevention"* 1984

Activity 12: The Effects of Peer Pressure
Objective: Students will be able to identify ways that peer pressure encourages abusive behavior.

1. Peer pressure can sometimes encourage us to do things we wouldn't otherwise do. **Discuss with the class:**

   - What is peer pressure?

   - What movies or TV shows have you seen recently where a character in it did something because of peer pressure?

   - What happens when you go against your friends?

2. **Show a film:**
   Introduce the film, "Just one of the Boys" by saying that it shows a situation in which both girls and boys felt peer pressure from their friends. Show the film and then discuss:

   - How was Josie responding to peer pressure?

   - How was Mike responding to peer pressure?

   - What would everyone know about Mike (his final comment)? How would they react?

   - At what points could Mike have done something different in this situation? Josie?

Source: Marie M. Fortune, *Sexual Abuse Prevention*, 1984.

Activity 13: How Advertising Contributes to Abuse
Objective: Students will be able to identify the messages portrayed in ads that use images of sexual or physical violence.

1. **Define Stereotypes**
   Ask the students what is a stereotype? Define stereotype as *a commonly held image of or belief about people or things as a group, usually not based on fact or reality. The image or belief is often false.*

2. **Ask students for examples.** List on the board or newsprint. Examples:
   - All blonde females are dumb.
   - All football players have a low I.Q.
   - All German Shephard dogs are vicious and dangerous.
   - Men are always stronger than women.

3. **Ask the class to brainstorm** a list of all the ways we learn stereotypes which affect our behavior, such as:

   - TV
   - books
   - movies
   - parents
   - songs
   - schools
   - jokes
   - churches

   Ask, what are some of the messages we get from these sources about sexual abuse?

   - it's cool
   - violence is sexy
   - Women really want it
   - it happens all the time
   - all "real" men do it

4. **Show a Film - Killing Us Softly**

****

Background Information:
This film shows how advertising stereotypes men and women, and uses abusive or violent images. This type of advertising contributes to the problem of sexual and physical abuse by saying it's OK, glamourous, and sexy. Sexual and physical abuse are not isolated problems but occur in a larger context. Prevention of the problem requires addressing the root causes, e.g., advertising which glamorizes stereotypes and abuses.(12)

****

5. **Discuss:**
   - Which ads were most familiar? Can you give other examples of ads which illustrate the same problem?
   - What are the values expressed by these ads? Ask the group to identify characteristics of a "Real Man" and a "Real Woman" according to advertisements. List on the board.

   (Examples:)

Real Man	Real Woman
strong	young
tough	thin
never smiles	beautiful hair
moustache	never wears glasses
in control	sexy
rich	dependent on the man

   - How do you feel about "you measuring up" to the advertising image?

Source: Marie M. Fortune, *Sexual Abuse Prevention*, 1984.

Activity 14: **What TV Tells You**
Objective: Students will be able to list typical ways men and women on TV respond to violence or conflict.

WHAT T.V. TELLS YOU

A. Every time you watch TV you receive messages about how to respond to conflict. Watch for two hours, then complete the following exercise. Repeat this activity several times during the next month, and see what pattern emerges.

SHOW	CHARACTER	SEX	RESPONSE TO CONFLICT

B. Every time you watch TV you receive messages about how to respond to violence. What patterns emerge?

SHOW	OFFENDER M or F?	VICTIM M or F?	VICTIM'S RESPONSE TO VIOLENCE

What did you learn from this exercise?

____

____

____

Source: Adapted from *Choices*, by M. Bingham, J. Edmondson, and S. Stryker, 1983.

VII. Prevention Skills

Trusting Your Feelings

- **Activity 15: Pay Attention to Your Feelings.**

Being Aware of Your Behavior

- **Activity 16: Being Aware Can Help.**

Asserting Your Rights

- **Activity 17: What You Need to Know**
- **Activity 18: What to do if Abuse Happens.**

Developing Self-Respect and Respect for Others

- **Activity 19: Working Together.**
- **Activity 20: Finding Uniqueness in Others.**
- **Activity 21: Token Game.**
- **Activity 22: Aquaintance Rape.**

Defining Assertion:

- **Activity 23: When Are You Aggressive, Assertive, Passive?**

Handling Emotions

- **Activity 24: Iceberging.**

Conflict Resolution

- **Activity 25: Resolving Conflicts.**

Role Plays

- **Preventing Sexual Abuse #1,2,3,4**
- **Demonstration Role Plays: Incestuous Relationships**
- **Refusing Sexual Advances #5.**
- **Defining Roles in Relationships #6**
- **Power Imbalance and Abuse #7**
- **Reporting Sexual Abuse #8**
- **How to Help a Friend #9**
- **Talking to Your Children About Child Sexual Abuse #10**

VII. Prevention Skills

Trusting Your Feelings

Goal: To encourage students to trust their feelings.

Activity 15: Pay Attention To Your Feelings
Objective: Students will be able to discuss why trusting their feelings can prevent possible abuse.

1. **Remind students:**
   - Not to be overly trusting of adults. Don't always do what they say if it doesn't feel right.
   - Leave a situation if you feel nervous or afraid, even if you think it may just be your imagination or paranoia. Better be safe than sorry.
   - Be realistic. Don't think it could never happen to you, or that you could beat up the person, or outwit them.

2. **Feelings that are warning signals:**
   Ask what feelings would signal something is not right about what is happening? List the warning signals they come up with.

   Examples of feelings that can alert them to the possibility that they are being abused, or are in danger of abuse, would include:
   - confusion
   - guilt
   - helplessness
   - anger
   - fear
   - hoplessness
   - feeling scared
   - feeling lonely

3. **Suspicious Behaviors:** Ask what behaviors would make them suspicious of another person. Examples:

   - When an older person tells you not to tell anyone what the two of you are doing.
   - When you are told you will get something for doing what the other person wants you to do (i.e., recieve money or get to do something you have been wanting to do).
   - When the other person is particularly edgy, or angry. When he or she has been drinking and seems irritated.

Sources: Adapted from Carol Plummer, *Preventing Sexual Abuse*, 1984, and Barbara Morris,*Tune In To Your Rights*, 1985.

Being Aware of Your Behavior

Goal: **To help students become aware of how their own behavior can put them at a higher risk of abuse.**

Activity 16: Being Aware Can Help
Objective: Students will be able to list five situations that put them at greater risk of being assaulted.

1. **Ask, what are some activities that can put you at risk of being sexually assualted, by strangers or aquaintances?** How does participating in delinquent activies (fighting, smoking at school, participating in drinking or drug use) increase the risk of being abused. (Be careful they don't blame the victim.)

2. **Let them know:**
   Any one can get raped. What police say, however, is that in stranger rape situations, rapist are looking for:
   - women who seem like victims,
   - who seem passive and easily persuaded or intimidated.
   - Your body language is especially important when you are walking down the street. Walk with your head up, alert, and looking like you know where you are going. (1)

   In aquaintance rape situations:
   - A girl has a greater chance of being raped when she does not give direct messages about what she expects from a sexual situation and what her limits are.(2)

   The way you act and the friends you have can influence your chances of being assaulted.
   - Many teenage victims are involved in delinquent activities (such as fighting or stealing) and have gotten into trouble because of their drinking and drug use. The victims friends also are typically delinquent and generally approve of delinquent behavior.

   - Engaging in delinquent behavior and having delinquent friends may put you in a high risk position for assault or give others the impression that you are sexually available. This does not mean that only those teenagers who are delinquent will be sexually assaulted or that all victims are delinquent. However, you can reduce the risk of sexual abuse by not participating in delinquent behavior. Abuse is never justified no matter what you do.(20)

Source: NCPCR, *Facts About Sexual Assault*, 1985, and *Changing Bodies , Changing Lives*, Ruth Bell, 1980.

Asserting Your Rights

Goal: To emphasize that students have a right to a life free from abuse.

Activity 17: What You Need To Know
Objective: Students will be able to list four points that emphasize their right to a life free from abuse.

1. **Introduce these main points by sharing the following:**
You have a right to a life free from abuse. You have both a right and a responsibility to know when, how, and by whom you will be touched. Each of us need our own space, our own privacy. Usually others want to know our limits so that they can respect them. (17)

2. **Discuss these main points:** (12)

- Know that it is never OK for others to force getting their way by threats or physical violence.
- Say no when you mean no; say yes when you mean yes, stay in touch with your feelings to know the difference.
- Tell a friend or an adult you trust if you are being abused.
- There is never any justification for abuse. It is not your fault.

3. **Practice Saying "NO"** (17)
Divide the class in half. Give one half a "valued object." (this could be a pencil, paper cup, or penny, etc.) Those students without the objects are told (secretly) to do whatever they can to get possession of the object. (Bribe, trick, ask, etc.) Tell them not to use physical force but note how soon they *feel* like it. Discuss: How does it feel to say "no," or to be told "no?" How might offenders feel when rejected?

Source: Adapted from Carol A. Plummer, *Preventing Sexual Abuse*, 1984

Activity 18: What to do if Abuse Happens
Objective: Students will be able to list five things they can do if they are, or a friend is being abused or in danger of abuse.

1. Introduce this information by saying: If you are being abused or are afraid abuse will happen, you can do something about it. You can:

- **Talk to a friend.** Friends can help you make a plan. They can help you answer these questions: (11)
- Are you acting helpless? Are you doing what you can on your own to stop it?
- Is it a safe thing to do?
- Is it really a solution or are you hoping the problem will go away?

- Are you acting like it is your fault?
- Are you acting like you have no rights?
- Are there other things you can do that make sense?

•**Report abuse to a trusted adult if:**

- they try to make you promise to keep the abuse a secret.
- the abuser is an adult
- you are being physically threatened or hurt.

•**Avoid being alone with a person you fear will abuse you.** (If it is a family member, call a hotline or ask a friend or a trusted adult to help you.)

•**Use prevention skills** (i.e., most attempted aquaintance rape is stopped if the female says NO and shows that she means it.)

•**Fill out the "Support Card."** (page 102)

•**If abuse happens to your friend, you can be very helpful.** Sometimes you can do more than anyone else. You can help someone figure out what is happening and what to do about it. (17)

- Be a good listener.
- Let him/her know that you believe them.
- Tell your friend that the abuse is not his/her fault.
- Help your friend decide what to to and then be supportive. Your friend may be scared and really need your support.
- Encourage your friend to do something about it so he/she does not feel so helpless. Let him/her take the action if possible.
- It is harmful to your friend to keep abuse a secret. It only helps the offender continue the abuse.
- Protect your friend's privacy. You don't need to tell other students about what happended to your friend. Talk to a trusted adult about your friend's situation.
- If you suspect someone you know is being abused (like a child you babysit or a classmate) call the hotline, or tell a teacher you trust or someone the school has designated to make reports.

Sources: Adapted from Carol A. Plummer,*Preventing Sexual Abuse,* 1984 and Barbara Morris, *Tune In To Your Rights,* 1985

Developing Self-Respect and Respect for Others

Goal: To understand the tie between lack of respect for people and abusive behavior.

Activity 19: **Working Together**

Objective: Students will identify their role when interacting with other students on a project.

1. **Divide students into groups of 5 or so.** Make sure the groups are gender mixed.

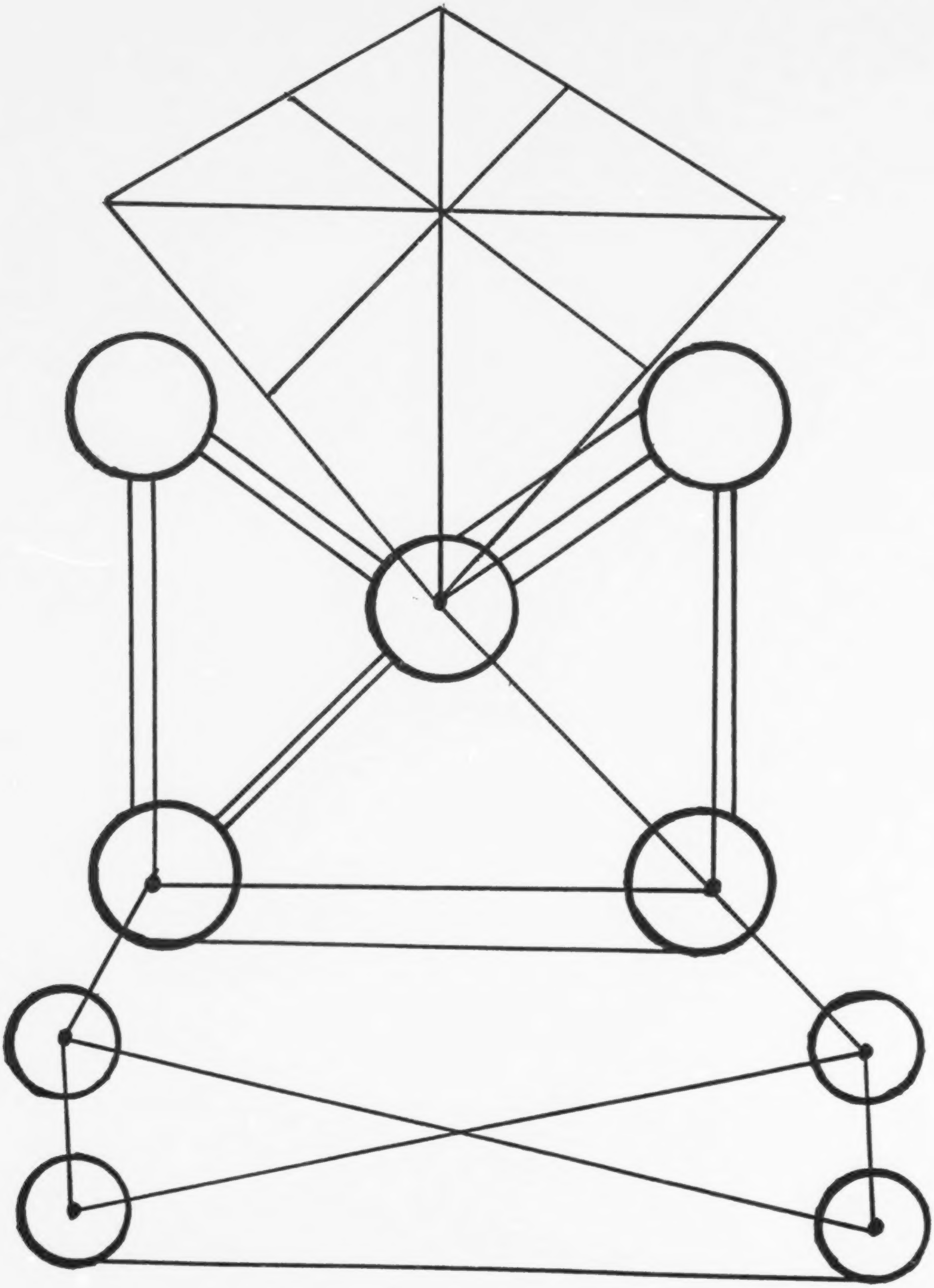
2. **Give each group a set of colored markers, a ruler, and a piece of newsprint.** Each group will also need a quarter and a dime.

3. **Have a picture already drawn.** See the example on page 82. Put the picture apart from the students so no one can see it.

4. **How to Play:**
   - Send one student at a time to look at the picture.
   - That student is allowed to tell the other students what he/she saw.
   - One student is allowed to draw what was reported. Only one person can draw at a time.
   - **The winner is the team with the most points.** The team that finishes first gets 100 points. Take off two points for each mistake. The team that finishes second gets 95 points. Take off two points for each mistake. The team that finishes third gets 90 points and so on. Size of drawing can be approximate.

3. **After the groups are done, discuss the following questions:**
   - Who looked at the original picture?
   - How was that decided?
   - Who did the drawing?
   - Did everyone participate?
   - Was anyone left out? How did that feel?
   - Who dominated? How did that feel?

Working Together



Activity 20: **Finding Uniqueness In Others**

Objective: Students will discover something new about another student they wouldn't normally get to know.

1. **Introduce this exercise** by reminding the students that we live in a world with many kinds of people. It is important for that reason to learn to appreciate others. When we recognize each other as being essentially the same we are inclined to treat each other better.

2. **Read "Welcome To The Club."**
   My pain hurts as your does. Each of us has the same amount to lose--all we have. My tears are as bitter, my scars as permanent. My loneliness is an aching in my chest, much like yours. Who are you to feel that your losses mean more than mine. What arrogance!...I feel angry at your ignoring my feelings. I live in the same imperfect world in which you struggle, a world in which, like you, I must make do with less than I would wish for myself...And too, you seem to feel that you should be able to succeed without failure, to love without loss, to reach out without risk of disappointment, never to appear vulnerable or even foolish...Why? While the rest of us must sometimes fall, be hurt, feel inadequate, but rise again and go on. Why do you feel that you alone should be spared all this? How did you become so special? In what way have you been chosen?...You say you've had a bad time of it, an unhappy childhood? Me too. You say that you didn't get all you needed and wanted, weren't always understood or cared for? Welcome to the club! (Source unknown)

3. Have the students make a list of people in their class who they don't know well.

4. Remind your students that every one is unique. Have them choose one of the people on their list and find out four things you didn't know about them or that you have in common.

5. Have the student find out four things about them that they like or something they have in common.

****

Note to the teacher:

They may be how they dress or something they are good at doing, etc. Examples of questions they could ask to find out more about the other person include:

- Do they have any hobbies?
- Who do they live with?
- What don't they like about school?
- What sports do they like?
- What do they like about school?
- Who is their favorite teacher?
- etc.

****

Source: Unknown

Activity 21: **Token Game**
Objective: Students will practice respecting each other by taking equal turns at talking and listening.

* * *

Background Information:
In most classes their are certain students who will dominate a discussion. When this happens those students do not learn listening skills or appreciation of others. It is also common that those students who dominate discussions are males. When this is condoned or encouraged by teachers it only reinforces the male to be dominent and the female passive. The following exercise is designed to break down that dynamic and to encourage respect for each individual.

* * *

1. Do the following exercise during a regular class session when the lesson plan calls for a discussion.

2. Pass out tokens to everyone in the class. Pass out the same number to each student. If it is a large class only pass out a couple per student.

3. Inform the students that today you are going to try something different. Everyone must give up a token each time they talk. When they have run out of tokens they can no longer share, and must now just listen.

4. If the discussion dies, or gets very slow after the most vocal students have used up their tokens use the opportunity to change the focus of the discussion to why some students are passive during discussion and why some are more vocal. Are the boys more vocal? Ask how many boys have tokens left and how many girls have tokens left. How does the distribution of male and female participation change with different topics?

Source: Unknown

Activity 22: **Aquaintance Rape**
Objective: (1) Students will be able to list four things men and women need to be aware of regarding aquaintance rape.
(2) Students will be able to discuss the film shown on aquaintance rape.

1. **Discuss this information: Men Need To, Women Need To:** (12)
   Men Need to:
   - know forcing your way by threats or physical violence is never ok. It destroys any chance for a trusting relationship that exist. It shows no respect for the other persons feelings, needs, or desires.

   - know it is never OK to force yourself on a female, even if you think she's been teasing and leading you on; even if you've heard that girls say no but mean yes; even if you think it's "manly" to use force to get your way; even it you feel physically, that "you've got to have sex."

- know that whenever you use force to have sex you are committing a crime called rape even if you know the girl or even if you've had sex with her before.

- be aware of sex-role stereotypes describing rapists as "normal boys caught up in spontaneous explosion of pent-up emotions." Rape is a crime of violence. It is motivated by the desire to control and dominate, not by sex.

Women need to:

- Say no when you mean no; say yes when you mean yes, stay in touch with your feelings to know the difference.

- Believe in your right to express your feelings and learn how to do so assertively.

- be aware of stereotypes that prevent you from expressing yourselves, such as "anger is unfeminine," "being polite, pleasant and quiet is feminine."

- Be aware of specific situations in which you do not feel relaxed and "in charge." Sex-role stereotypes of passivity, submissiveness, and coyness are dangerous and can create a climate for sexual aggression.

2. Choose a film from the Aquaintance Rape Prevention Series, or Better Safe Than Sorry III. See Resources for descriptions.

Source: Marie M. Fortune, *Sexual Abuse Prevention*, 1984.

Defining Assertion

Goal: To encourage students to respond assertively to abusive or potentially abusive situations.

Activity 23: When Are You Aggressive, Assertive or Passive?
Objective: Students will be able to demonstrate the difference between aggressive, assertive and passive behavior.

1. Ask the students what being aggressive, assertive and passive means to them. Give them definitions:

- **Aggressive** - person states his/her feelings directly, but violates the feelings or rights of others. (Calling names, insulting, accusing or hitting.)

- **Assertive** - person lets others know his/her feelings, while respecting others feelings as well. Uses normal voice, good eye contact and relaxed body posture. (Clear, direct, firm, honest messages.)

- **Passive** - person doesn't stand up for one's own rights. These people are vulnerable and easily influenced by others. (Backs down, lies, or makes excuses.) Uses voice that is hard to hear, and looks down or away from the person with whom they are talking .

2. Have them then write their own responses to the following situations. Discuss them.

- **Your brother is using the telephone and you want to use it.**

Aggressive:	("Give me that phone! You've been on it forever.")
Assertive:	("I need to use the phone when you are finished.")
Passive:	(Sit patiently by the phone saying nothing.)

- **Your best friend wants to go to a movie and insists on seeing one you don't want to see.**

Aggressive:	("That's a dumb movie and you are stupid for wanting to see it.")
Assertive:	("No, I don't want to see that movie. I would really like to see a different movie.")
Passive:	("If you really want to...")

- **A friend offers you pizza you don't want.**

Aggressive:	("yeck, I can't stand pizza.")
Assertive:	("No thank you, I don't want any pizza.")
Passive:	(Oh, no I just ate a big dinner.")

3. Ask the students to try to recall situations when they responded in either an aggressive, assertive, or a passive manner. Ask them to talk about those situations, or have them write about them.

4. **Role play the following situations:**

- After a date, Bob insists on coming in to Cindy's house. Cindy's parents are away for the weekend and she doesn't feel comfortable about inviting him in. (Passive: "My parents will be home any minute." Aggressive: "No way, Bob." and Cindy pushes Bob away and slams the door. Assertive: "I like you but I don't feel comfortable having you come in when my parents are away.")

- Karen's best friend, Lisa, wants Karen to ditch school with her. Karen does not want to get in trouble. (Passive: Karen ditches but feels guilty or says her mom is picking her up early for a doctor's appointment. Aggressive: "What a stupid idea. Forget it!" Karen storms off. Assertive: "I won't ditch school because I don't want to miss my classes.")

- Jim wants to copy Mary's English homework. Mary likes Jim, but doesn't feel right about his copying her work. (Passive: "I didn't do my homework." Aggressive: "Do your own homework, jerk." Assertive: "I don't want you to copy my homework, but I'd be happy to help you with it.")

Sources: Adapted from Bingham, Mindy, *Choices*, 1983 and Long Beach Unified School District's Child Abuse Activities.

Handling Emotions

Goal: To learn skills to identify and handle emotions.

Activity 24: "Iceberging"

Objective: The students will identify a range of feelings that often underlie anger and aggessive behavior.

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Background information:
The development of skill in coping with stress is seen as essential in preventing physical abuse. If young people learn to recognize their feelings, and develop healthy ways to handle daily stress as well as stressful life events, they are less likely to hurt others or themselves as a maladaptive way of coping. (14)

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Part I

1. **Ask the students to describe an iceberg.**

2. **Wait for responses.** After they respond, remind them that only the tip of the ice shows, and that the largest, most dangerous part of the iceberg, for ships passing, is under the surface of the water. Feelings can be like this too.

3. **Ask if they,** or a friend or parent or sibling has ever been upset about something and taken it out on someone else? Have you ever had someone do this to you?

4. **Tell the class the following story:** Jerry got his report card. He did badly. He was afraid to come home with it. When he got home from school, his younger brother was riding Jerry's bicycle. Jerry became furious with his brother, yelled at him, and shoved him until he fell off the bike.

5. **Discuss:** What was Jerry feeling? What emotion did he show? How do you think Jerry might have behaved if he realized he was frustrated? Fearful? Felt like a failure?

6. **Remind students** that people are often abusive because they are upset about something. Look what happens when someone "blows off steam" or "icebergs". The only feeling showing is anger. It is important to recognize other feelings.

Part II

Alternative to Iceberging

1. **Ask students for examples** of when they or others have "iceberged," or use the following example, to stimulate discussion.

   Maria gets home three hours after she said she'd be home and her mother starts yelling at her as soon as she walks in.

2. **Ask students:**

- What do you think Maria's mother is feeling? What emotions did you see? (anger)
- What is under that? What is her mother feeling "inside"? (Worried, helpless, etc.)
- How would (did) you react to your mother's yelling if you were Maria? (mad, hurt, etc.)
- How do you communicate your feelings?
- How could Maria's mother communicate what she is feeling? (e.g., "I was worried. You could have called. Please don't do that again.")
- How could you (Maria) communicate what you are feeling? (for example, "I see you are angry. I'm sorry - were you worried? I'd like to tell you what happened that made me late. Will you listen?")

3. **Remind students** that communicating feelings is easier for the "speaker" and the "listener" if it is done in a non-blaming and non-attacking way. It is important to let people know:

   - The behavior that bothers you
   - How you feel
   - How what they do affects you, and
   - What you would like them to do differently.

For example:

   - When you stay on the phone for a long time
   - I feel afraid
   - I will miss the person I need to call
   - so I'd like you to let me use the phone before too long.

4. **Ask the students to describe** difficult situations where they get angry. Help them come up with a list of feelings that might be underneath anger or aggressive behavior. Help them talk about it using the four parts decribed above.

Source: Adapted from Barrie Levy, *Skills for Violent-Free Relationships*, 1984. "Iceberging" is a term used by Dr. Thomas Gordon, Effectiveness Training, Inc.

Conflict Resolution

Goal: To learn skills that resolve conflict without hurting themselves or others.

Activity 25: **Resolving Conficts**

Objectives: (1). Students will be able to identify feelings that are underneath anger.

(2) Students will be able to demonstrate how to communicate those feelings effectively.

(3). Students will be able to list nine steps involved in using negotiation skills in conflict situations.

1. **Introduce this activity** by saying the following. Conflict takes place every day; it is a natural part of life. In any relationship or situation, two or more people may disagree, may have different goals, needs or ideas.

2. **There are at least two ways to deal with conflict.**

- **Avoidance is one way.** When avoiding a conflict, a person "looks the other way" (does not get involved in the conflict) or leaves the situation. Avoidance has survival value where escape is possible, but usually doesn't provide a high level of satisfaction.

- **Confrontation is another way.** Confrontation involves direct encounter with the problem or person. There are two methods of confrontation.

a. Power (win/lose). This includes the use of physical force, bribery, punishment. One person wins the other one loses. This can result in hostility, anxiety, and physical damage.

b. Negotiation (win/win or no-lose). The aim of negotiation is to resolve the conflict with a compromise or a solution which is mutually satisfying (or at least acceptable) to all parties involved in the conflict. This relies on equal power. One person does not abuse power to influence the outcome.

Example Problem: Both father and son are planning to use the car at the same time. (for a son in Jr. High, the problem is that he needs a ride at the same time his father needs to be at a meeting.)

Son: "Dad, all of my friends in the school play want to go over to Chang's tonight. Can I use the car to get there?

Power Solution:
Dad: No, I have a meeting to go to. I'm taking the car.

Ask students: What do you think was the son's response? How do you think he felt? How do you think the father felt?

Negotiated Solution:

Step #1: Make an assertive statement.

Son: "Dad, all of my friends in the school play want to go over to Chang's tonight. Can I use the car to get there?"

Step #2: Listen to the response:

Dad: "There is a problem. I need to be at a meeting. I get angry when you ask me so late."

Step #3: Respond to the feelings (what's under the anger):

Son: "I know it's a last minute request. I didn't know until today at school that we would have to meet tonight. I'm sure it's frustrating to be asked at the last minute".

Step #4: Put out your needs:

Son: "Somehow I need to get to Chang's."

Step #5: The other person puts out their needs:

Dad: "I need to get to my meeting."

Step #6: Brainstorm the solution:

Dad: Maybe we both can't go.

Son: "Maybe mom could take me or I could take the bus."

Dad: "Maybe I could drop you off on the way to my meeting, even though you'd be early, and you could get a ride home from one of your friends.

Step #7: Evaluate and narrow down the brainstormed solutions:

Son: "We both want to go."

Dad: "Mom's car is not running and I don't like the idea of your riding the bus alone at night."

Son: "It's fine with me if you drop me off early and I'll get another ride home."

Step #8: Implement:

Son: I'll go call around for a ride home now.

Step #9: Re-evaluate the solution (at a later date):

(The next morning)

Son: "That worked out fine last night. Thanks for the lift."

3. **Ask Students:** How do you think the son and the father felt?
(This takes practice and a willingness on both parties to participate.)

4. **Set up a role play** where a conflict exists and use these steps to resolve it.

5. **After practicing how to resolve conflicts** and communicate effectively with others, how would you, as a parent handle a disagreement with your teenager? Would it ever be okay for you as a parent to use power?

   Examples when a parent might have to use power. (adapted from *One Parent Family Education,* by Paula Tobin)

   •When there is a clear and present danger (for example, if your son or daughter wants to use the car and you know the brakes need fixing.)

   •When you are in a time bind. "Get in the car, I'll explain later."

   •When your need is so strong that it overrides the child's.
   (Use this one sparingly) For example: You have agreed to take your son or daughter and their friends to Magic Mountain on Saturday. You get a phone call from your boss who asks you to work on that day. You really need the money so you cancel the trip to Magic Mountain.

   •In the Context of a good relationship. Occasional uses of power don't seem to damage a basically good relationship.

   What can you do after you've used power.
   1. Apologize
   2. Listen to your teenager's feelings.
   3. Offer some kind of need-compensation, for example, in the case of the trip to Magic Mountain, you may offer to take your son or daughter and their friends on another weekend.

   Source: Adapted from Barrie Levy, *Skills for Violent-Free Relationships,* 1984, and Paula Tobin, *Teacher's Handbook, One Parent Family Education.*

Role Plays

Goal: To practice self-protection stategies against abusive behaviors.

Role Plays #1,#2, #3, and #4: Preventing Sexual Abuse
Objectives: Students will demonstrate skill in refusing sexual advances.
Proceedure:

1. Use role plays #1 and #2 to demonstrate passive and assertive responses to possible sexual abuse situations.

2. Pick a situation or use role play #3. Ask your students what a passive, and assertive response would be.

Role Play #1. (12)

The potential victim (female) babysits for a family in her neighborhood. The father is taking her home after babysitting. He stops the car and makes sexual advances towards her. He puts his hands on her shoulders and, asks her if she likes to French kiss. He starts to kiss her.

Passive response: She allows him to kiss her and then pulls away and says, "You'd better take me home now." The father ignores her comment.

Assertive response: She immediately pulls away and says, "I don't want you to touch me that way. Take me home right now." If he persists, she pushes him away and gets out of the car, runs to her own house (or nearest place for help and telephones parents to come get her) and tells her parents what happened.

Role Play #2. (12)

The potential victim (male) is hitch-hiking and a man driving a car stops to pick him up. There is a male passenger in the back seat. The young person senses something not right and is suspicious; he asks where the driver is going. The man responds, "Just down the freeway..." The young man hesitates while the men urge him to get in.

Passsive response: The young man gets in the car even though the situation feels uncomfortable to him.

Assertive response: The young man says, "No thanks, I'll wait for another ride." and walks quickly away from the car. The two men pressure him verbally but he keeps walking away.

Source: Adapted from Marie M. Fortune, *Sexual Abuse Prevention,* 1984

Role Play #3 (17)

A boy and a girl have just seen a movie together. They are in the car. She wants to go straight home. He intends to go parking. First he tries to convince her to stay out with him a while longer.

Passive response: Have her make an excuse, lie, pretend, or manipulate, but not be firm or honest.

Assertive response: Have her give a clear message. It should be clear, direct and firm. It should be consistent verbal and nonverbal messages; yet, it need not be an attack.

Role Play #4 (17)

Objective: Students will demonstrate awareness of options of ways to prevent sexual abuse.

Procedure:

1. Set up two chairs. One chair will define the person who sits in it as the offender. The other chair will designate the victimized person. Ask two students to play the roles. Their task is to participate in a kind of "What if...?" dialogue.

Example:

Offender: What if I came up to you and whipped open my raincoat and I didn't have anything on underneath it?

Victim: Well, let's see. What if I turned around and ran in the opposite direction?

Offender: I might think you were afraid. What if I started running after you?

Victim: I'd really be scared then. What if I ran into the nearest house and locked the door?

2. Keep in mind that the purpose of this dialogue is not to "win." The object is to explore realistic alternatives to possible situations. This likely prohibits the use of machine guns, helicopters, or Karate.

3. The rest of the class may act as referees by interrupting at points where it is felt that either the victim or the offender is being unrealistic or at points where the victim is stuck and the referees have another option to offer. If the victim gets stuck the class may also discuss the choice of options that lead to having no options left.

4. **(Optional)** Try different combinations of gender...two males, a female offender, two females. How does this change options? In case of like gender, it is important to point out that homosexuality is very rarely the motivation of an offender. In most cases of same-sex offense, it is between an adult and a younger person. It is the youth of the victim that is important, not the gender.

5. Emphasize that "being smart" or fast or tricky will not always prevent sexual abuse. This exercise is merely to expand options to *help* prevent assault. And if the person was too frightened to try all the options or preventions skills it still is *not the fault of the victim.*

Source: Adapted from Carol Plummer, *Preventing Sexual Abuse*, 1984.

Demonstration Role Plays: Incestuous Relationships (12 & 17)

Objectives:

1) To demonstrate assertive and passive responses to unwanted sexual advances.
2) To increase awareness of the different techniques used by sex offenders to force or trick the people they offend.

Procedure:

1. These demonstrations are best done by the teacher(s). If there is only one teacher, invite another adult to assist you. It is suggested that you do not use adolescents in acting out the situations. Such use of adolescents could too easily be misconstrued. It also puts them in a awkward situation with their peers. (12)

Demonstration #1 (12)
The potential victim (female or male) goes into the bathroom and starts to undress in order to bathe. Having shut the door behind her (him), the door opens and an older brother comes in and just stands there watching. This has never happened to the younger sibling before.

Passive response: The adolescent is clearly uncomfortable but says nothing, waits for him to leave. The older brother does not leave so the adolescent get up and leaves the room.

Assertive response: The adolescent says to the older brother, "I don"t like you watching me. I want you to leave right now." When he leaves, she (he) locks the door. If he does not leave, she (he) puts on a robe and goes and tells a parent what the older brother is doing and asks help in stopping the brother's behavior.

Add the additional dynamic of the older brother trying to force or trick the younger sibling into letting him watch. (9)

- Ask the class what bribes the older brother could use. ("I'll give you a ride home from school", " I'll introduce you to my friend"). Suggest more subtle, more powerful kinds of bribes...affection, respect, tenderness. Discuss the victim's feelings.

- Ask what kinds of threats the older brother could make to get his way. Again you may help to identify more subtle threats such as witholding affection, loss of affirmation, revealing secrets/blackmail, etc. Discuss the victim's feelings.

- Ask what kinds of intimidation the older brother could use? Intimidation differs from threats in that the offender tries to emphasize a person's position of powerlessness. (As a child, employee, small person, person without money, etc.) Discuss the victim's feelings.

Demonstration #2 (17)
The potential victim (female) has just come home from her youth fellowship meeting. Her father is home alone, sitting in the living room watching T.V. When she comes in the house, her father calls her into the living room and tells her to come over and sit on his lap. She has been sitting on her father's lap since

she was a child, but now she has become uncomfortable with his behavior. She hesitates. This has happened before and she knows what to expect. But she sits on his lap and he holds her tight and tries to kiss her. She feels uncomfortable, confused, and frightened.

Passive response: She is clearly uncomfortable and tries to pull away from him but does not succeed. She tells no one about his sexual advances toward her.

Assertive Response: She pulls away, stands up and say " I don't like you to touch me this way. I want you to stop." She then leaves the room and tells someone what has been happening (her mother, her teacher at school, her best friend).

- Add the same dynamics as in demonstration #1. What kind of bribes could he use? What kind of threats? What kind of intimidations? Discuss how the daughter would feel.
- Ask the class to identify aspects of a parent-child relationship that make it especially easy for a parent to force or trick a son or daughter into sexual activity. (Love, lust, obedience, extreme differences in power, a desire to keep the family together and running smoothly, etc.)

Source: Adapted from Carol A. Plummer, *Preventing Sexual Abuse,* 1984, and Marie M. Fortune, *Sexual Abuse Prevention,* 1984

Role Play #5: Refusing Sexual Advances
Objective: Students demonstrate skill in refusing sexual advances.

Procedure:

1. Ask the group to quickly identify some of the "come-on" lines used by people their own age. List both lines used by males and females. The group may tend to focus on lines used to suggest intercourse. See that they consider other sexual activity as well (kissing, close dancing, petting, etc.).

2. Set up two chairs. Ask a male and a female to take a seat. Ask one of the two to pick out a couple of the lines the class has listed. The task of the second person is to refuse the suggested activity. The asker should continue to press the case making it as difficult as possible for the refuser to refuse. (No physical coercion.)

3. Ask the class to evaluate the attempts of the asker and of the refuser. What kinds of come-ons were hardest to refuse? ("Don't you love me?", "Don't you trust me?"). What kinds of refusals worked best? (Assertive ones.)

4. Switch couples. The second couple should try different come-ons and assume different personalities.

5. **(Optional)** Assign or have the class assign roles which reflect an imbalance of power such as a football star dating a wallflower or a 21-year-old dating a 16-year old. How do different kinds of power make it harder or easier to refuse sexual advancement even though you are in a less powerful position? (Identifying or linking up with other sources of power...friends, parents, police, self-esteem, etc.)

6. Ask the class to list the reasons that people refuse sexual advances. List as many as possible. Are all of them fair or legitimate? Is there ever a time when one person has the right to go ahead and trick or force another person into sexual contact? Why is it difficult to communicate these reasons to other people? (Afraid of hurting their feelings, afraid of looking stupid, frigid, or unloving, confusion about exactly how much and what kinds of sexual contact we desire.)

7. Ask another student to play the asker. Ask several students to play the refuser...practicing and refining good ways to refuse. (See Step 5)

Source: Adapted from Carol Plummer, *Preventing Sexual Abuse*, 1984.

Role Play #6: Defining Roles in Relationships

Objective: Students will be able to identify role expectations and discuss how they can discourage abusive behavior.

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Background information:

There is a difference between what society expects of women and what society expects of men. The characteristics and behavior that society expects of men (i.e., that they be dominant and aggressive) make it more likely for men to be the ones who victimize others. The characteristics and behavior that society expects of women (i.e., that they be passive and submissive) make it more likely for women to be the victims. There is also a great deal of pressure on young men and women to behave in these ways. When people play "masculine" and "feminine" roles, when a man "acts like a man" and a woman "acts like a lady," they are not communicating directly as two people. In fact, they are playing "roles" or "parts" and possibly not even acting at all like themselves.

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Procedure:

1. This activity requires two students to do the role play, one male and one female.

2. The female will play the part of a young woman on a date who is very interested in the young man she is dating. Even though she doesn't know him very well, she is very eager (and persistent, even coercive) to get close to him, maybe even have sex with him. She behaves in a way which is stereotypically masculine and aggressive.

3. The male will play the part of a young man on a date who feels he is just getting to know this young woman, and is very reserved and cautious. He behaves in a way which is stereotypically feminine and passive.

4. The teacher will present the role play as follows: (Do not reveal that the roles will be reversed.) Let's look at how "roles" affect the way women and men relate. We are going to role play a situation, and then we'll discuss it. ________ and__________ are on a date. They have just been to the movies, and now they are at her house.

   Following the role play, ask students:
   - What is your reaction to this scene?
   - Does it seem strange or funny to see a girl being aggressive? To see a boy being passive? Does it seem more natural the other way around?
   - What do you think she feels? He feels?

Encourage discussion, going around the room if necessary asking for reactions. Be creative in stimulating cross-discussion among students regarding the pressure they feel to play masculine and feminine roles, and how judgemental they are when someone deviates, as in the role play.

Ask Students:
How do you think this is related to violence? What is the connection?

State the main point:
Abuse is less likely if people really communicate with one another. It is also less likely if people respect one another.

Ask Students:
- What can you do about this, to be "yourself" without playing parts, to commuicate directly with someone you care about?
- What does it mean to respect a woman?
- What does it mean to respect a man?
- What does it mean to respect people? Oneself?
- What can you do to change the way men and women relate to one another so that people act "real" with one another and don't play "roles"?

Source: Adapted from Barrie Levy, *Skills for Violent-Free Relationships,* 1984

Role Play #7: **Power Imbalance and Abuse**
Objective: Students will demonstrate awareness of how power functions in an abusive relationship.

Procedure:

1. Ask the class to list groups or kinds of people who are less powerful than they are. Accept all reasonable answers at first, but then push them to think about "local" examples-people with whom they have direct contact.

2. Make the same kind of list for persons who they feel are more powerful than they.

3. Make additions to these lists of persons more or less powerful than they but of the same general age. These additions will probably vary for each individual. (Powerful may be members of student council, football team, honor society or persons with powerful parents. Less powerful may include people with few friends, foster children, "nurds," those students with low grades, etc.)

4. Choose an example from each column. Ask two students to play the people you have chosen. Ask one of the players (not necessarily the most powerful) to attempt to trick or force the other player into some kind of sexual contact. (verbal coercion only) Allow only a minute or two.

5. Try several more combinations using different students playing different roles. Discuss the relationship of power to an offender's ability to trick or force and the victim's ability or range of choices in his/her attempt to prevent abuse.

6. Ask the class to list sources of power that have little or nothing to do with social position or background or physical size or ability. (Self-esteem, self-confidence, humor, imagination, honesty, self-understanding, and expecially previous education about the awareness of the dynamics of sexual abuse.)

Source: Carol Plummer, *Preventing Sexual Abuse,* 1984

Role Play #9: **Reporting Abuse**

Objective: Students will demonstrate skills and realistic expectations about reporting abuse.

Proceedure:

1. Ask a student to play a person who has been victimized. If the person needs help envisioning the role, ask the class to quickly identify a few specifics as who, what, where, and when the abuse took place. (Or use a case study.)

2. Ask four or five students for form a line at the front of the room. Ask the class to identify persons they might trust to help with a problem of abuse (parents, counselor, friend, police, teacher, etc.). Assign these roles to the students at the front of the class.

3. At this point, it might be helpful to ask the victim to leave the room. Instruct the people in the line that when the victim attempts to tell them of the abuse, all except the last one in line are to act in an unsupportive manner.

4. Ask the victim to attempt to tell the different people about his/her experience.

5. Yes, it's hard to tell. It's important to keep telling even if the first person you tell isn't helpful or supportive.

Source: Adapted from Carol A. Plummer, *Preventing Sexual Abuse*, 1984.

Role Play #8: How To Help a Friend

Objective: Students will demonstrate skills that will support people who have experienced sexual abuse.

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Background Information:
Adolescents frequently turn to their peers for support and help rather than confiding in adults. Students need practice in responding appropriately to a disclosure of abuse. There are a few key points students need to remember if a friend tells them of an abuse problem:

- Stay calm, serious, interested.
- Believe it can happen, don't blame your friend.
- Tell your friend that the abuse is not his/her fault.
- Encourage your friend to report the abuse to a trusted adult. Tell your friend that you cannot keep the abuse a secret because the abuse cannot stop until an adult is told.
- Protect your friend's privacy. You don't need to tell other students about what happened to your friend. Talk to a trusted adult about your friend's situation.
- Support your friend in his/her decision to tell. Abuse is not easy to talk about.
- What are the most damaging things that the unsupportive friend can do? (Laugh, ridicule, disbelieve, act embarrassed, gossip, condemn, etc.)

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Procedure:

1. Set up three chairs. In the middle chair, ask a student to play the part of a person who has been tricked or forced into sexual contact. If the person needs help, ask the class to quickly identify a few specifics of who, what, where, and when the abuse took place. (Or use the optional discussion questions situations) This person should try to tell his/her friends about the incident.

2. In the other two chairs, ask one student to play the part of a friend who tries to be helpful and supportive. Ask the other student to play a friend who is not.

3. After the trio has spent a few minutes with the scene, ask the class to make suggestions to each friend. What are good ways to be of help?

4. If a female has played the part of the victimized person, try using a male. Ask the class to identify ways in which it is easier or more difficult to be both supportive or nonsupportive. (Males may be especially vulnerable to accusations of homosexuality or being too weak to protect themselves. They may also feel greater pressure to accept any kind of sexual contact as "good." On the other hand, males are often more resistant to blaming themselves for what happened.)

5. **Optional Activity:** Have students divide up into groups of three. One is to role play the part of the victim, one is to role play the part of a supportive friend, and one is to observe to see if the friend is really being supportive.

Source: Adapted from Marie M. Fortune, *Sexual Abuse Prevention,* 1984 and Carol. A. Plummer, *Preventing Sexual Abuse,* 1984

Role Play #10: **Talking to your children about child sexual abuse.**

Objective: Students will practice talking to their children about prevention of child sexual abuse.

Proceedure:

1. Select two volunteers for the role play. One will play the parent, one will play a second grade child.

2. The second grader has come home from school with a story to tell the parent about the day's events. The teacher has told the class to come in from the playground because a "weird man" was seen nearby. The child is confused.

3. The parent decides to use this opportunity to tell the child not only about safety around strangers but about sexual abuse prevention even with non-strangers.

4. Take suggestions from the class if the "parent" gets stuck on what to say.

5. Role play using other students depicting other opportunities to talk with their child and a variety of ages of children.

Source: Adapted from Carol A. Plummer, *Preventing Sexual Abuse,* 1984.

VIII. Crisis Counseling and Personal/ Community Resources

Providing Time for Crisis Counseling and Reporting.
For Teachers - Dealing With Reporting.
Developing Your "Support Card".

VIII. Crisis Counseling and Personal/Community Resources

Providing A Time for Crisis Counseling and Reporting.

- A time must be provided for crisis counseling and reporting after the completion of each lesson on child abuse.

- Designate a person or people with whom the students can talk to, and a specific time when they can meet (ie., at lunch, during a free period, or after school with the school counselor, nurse or other trained staff person).

For Teachers - Dealing With Reporting

The concern that a student may disclose abuse during or following a presentation is a common one. However, it rarely happens. An abused child has been taught fear, shame, and secrecy about the topic.

Should a student report abuse during class, however, it is important that you do not overreact. If a student reports in front of the class it is probably a past abuse that was already reported and was somewhat resolved in the past. An adolescent would not tend to disclose an ongoing unreported situation in class. Also, the fact that a student is able to talk about it indicates that some time has passsed and some healing has occurred.

Young people, like adults, will generally share such information privately with a teacher or counselor. Talk to the disclosing student privately at your earliest convenience.

If a student reports to you, keep in mind:

- You have been selected as the person the student trusts to receive the report.

- Remember your role in the process. You are not required or expected to investigate the accuracy of the report. Other agencies, the police or protective services, investigate. Your legal obligation is met when you make the phone call and complete and mail the written report.

To deal with the trauma for yourself and the student:

- Think ahead about how you will feel and react if a student reports to you. Rehearse what you might say to the student. Certain important ideas need to be expressed.

- Assure student that she/he did the right thing to report.

- Do not question about facts reported or about times related.

- Reassure student she/he is not at fault - it is the proper role of adults to care for children. No behavior on the part of the student justifies abuse of the student.

- Reassure student that you will do all you can to help.

If you do these things you have already made a large contribution.

There are several areas you might discuss with the student if time permits:

- Help student make a list of those people she/he includes in her/his support system. Recalling these names may calm the natural fear that the report may cut off support. You may wish to include your name and those of other school personnel known to the student.

- By reporting, the student has removed him or herself from the conspiracy of the secret. This is a brave and freeing act. It can be very helpful to mention this.

- If you have observed the student meet difficult challenges in the past, help him/her to recall the strength gained by these experiences.

Source: Intercommunity Guidance Center, Whittier, CA

Developing Your "Support Card"

1. Provide students with a card thy can fold and put in their pocket.

2. Have them list the following information.

Resources
Personal: List people you could talk to if you were being abused.
- Family members?________________________________
- Adult friends__________________________________
  (teacher, school counselor or nurse, clergy, scout leader, etc.)

Community:
- Crisis Hotline________________________________
- Rape Hotline_________________________________
- Battered Women Shelters________________________
- Shelters for Runaways_________________________
- Child Protective Services________________________
- Police Department_____________________________

IX. Reporting Abuse

Legal Definition of Child Abuse and Neglect
Indicators of Possible Teenage Child Abuse
The Reporting Process

Example: Los Angeles County Department of Children's Services

IX. Reporting Abuse

Legal Definition of Child Abuse/Neglect

Definitions of Child Maltreatment (California Penal Code Section 11165)

CHILD ABUSE:
A physical injury that is inflicted by other than accidental means on a child (individual under the age of 18) by another person. Includes sexual abuse, willful cruelty and unjustifiable punishment, corporal punishment and injury, neglect, and abuse in out-of-home care.

Sexual Abuse:
Sexual abuse (ie., rape, incest, sodomy) and sexual exploitation (child pornography and child prostitution).

Willful Cruelty or Unjustifiable Punishment:
Willfully inflicting upon a child any cruel or inhuman corporal punishment or injury that results in a traumatic condition.

Neglect (Severe and General):
Negligent treatment or maltreatment of a child by a person responsible for the child that harms or threatens to harm the child's health or welfare (e.g., failure to provide the child with adequate food, clothing, shelter, medical care, or supervision); includes both acts and omissions on the part of the responsible person.

Abuse in Out-of-Home Care:
All of the above actions occuring in a public or private setting other than the child's home.

Note that the term **"emotional abuse"** is not defined in Penal Code Section 11165 (i.e., it is not included in the Child Abuse Reporting Law as a type of abuse that must be reported by mandated reporters). A proposed definition has been provided by Bob Masterson, Deputy District Attorney of Santa Clara County, who defines emotional abuse as: "Those acts or omissions which result in an injury to the intellectual or psychological capacity of a child as evidenced by a substantial impairment to the child's ability to function within a normal range of performance and behavior or those acts of omissions which threaten to produce such an injury."

Indicators of Possible Teenage Child Abuse

Abused adolescents can be difficult to identify. They may be silent and withdrawn. They may make plausible excuses for injuries. Many may cover their hurt with beligerent behavior that antagonizes anyone who comes too close. Finally, some non-abused youth may show the same kinds of behavior. However, some outward clues may indicate an adolescent is being abused or neglected and needs help. (13)

- Be bruised, scratched, or cut often and offer only vague explanations of "accidents."
- Have an untreated medical problem.
- Often be hungry or dirty.
- Run away from home repeatedly.
- Often miss or be late for school.
- Report being frequently left alone at night or locked out of the house for long periods.
- Be involved in alcohol or drug abuse.
- Be unusually fearful and distrustful of adults.
- Wary of physical closeness or contact with adults.
- Overly compliant in attempts to please adults.
- Constantly seeks out and "pesters" adults for attention and affection.
- Be verbally and physically aggressive with others.
- Delinquent behaviors, such as fighting, lying and stealing.
- Sudden change in school performance.
- Seductive behavior.
- Have few friends or delinquent friends.
- "Test" others by rejecting their concern or friendship, provoking their anger, or displaying alienating behavior.
- Show low self-esteem by being very withdrawn and lacking in social and intellectual self-confidence or by being braggardly and overly critical of others.
- Unwilling to participate in physical activities.
- Lags in physical, emotional, and intellectural development.
- Constantly tired or listless.
- Attempts suicide.

The Reporting Process

Types of abuse to be reported:

Teachers as well as all other school personnel are mandated to report child abuse. The following types of abuse must be reported by all legally mandated reporters: (9)

- Physical Injury: Physical injury inflicted by other than accidental means.
- Sexual Abuse: Sexual abuse and sexual exploitation.
- Severe and General Neglect: Acts of omissions committed by a person responsible for a child that harm or threaten to harm the child's health or welfare.
- Willful Cruelty and Unjustifiable Punishment: Acts inflicted or permitted by any person that cause unjustifiable physical pain or mental suffering or endanger the child's person or health.
- Corporal Punishment and Injury: Willfully inflicted punishment or injury to a child that results in a traumatic condition.
- Abuse in Out-of-Home Care: Any of the above actions occuring in public or private settings other than the child's home.

Although "emotional abuse" is not included as a type of child abuse that must be reported, "mental suffering" may be reported by mandated reporters.

Knowledge of abuse.

Students are more likely to confide in their peers than in an adult. However, if a student reports abuse, or a teacher suspects abuse the teacher is responsibile for seeing that a report is filed. Teachers need to follow the school policy and procedure for reporting abuse cases. If there is no such policy they are to notify the principal. Remember, however, that the fact of notifying a superior of suspicions does not make a teacher personally any less liable. The reporting teacher is still responsible to see that a report has been filed with either the Child Protective Services or the Police Department.

Failure to report is considered a misdemeanor and is punishable by a term in jail not to exceed six months or by a fine not to exceed $1,000 or by both (P.C. 11172 (d)). In addition to the above punishment, failure to report may result in civil liability for any abuse that occurs following such failure.

In Los Angeles County, the telephone report is to be made immediately and in writing within 36 hours either to the local law enforcement agency or to Child Protective Services.

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Telephone reports must include:

- the name of the person making the report
- the name of the child
- the nature and the extent of injury
- any other information requested by the child protective agency including the information that led the reporter to suspect child abuse or neglect (P.C. 11167 a).

Written reports are to be made on the Suspected Child Abuse Report form provided by the Department of Justice (Form #SS8572-4/81). The top three copies of the written report are to be completed within 36 hours and sent to the same agency to which the telephone report was made. The fourth copy (yellow) is to be retained by the reporting party.

The written report must include the following additional information:

- victim's address, sex, race, birthdate and present location
- names of siblings, sex, race, birthdate
- Parents name, address('s) phone number(s)

There is no stature of limitations on the reporting of known or suspected child abuse. Thus, if the victim of abuse is under the age of 18, a report must be made to the appropriate child protective agency even when the abuse has occurred in the past.

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Sexual Harassment

Sexual abuse is different from sexual harassment. Abuse is more physical and violent than harassment. But they are also similar in some ways, and both illegal.

Sexual harassment is now considered to be a form of sex discrimination, and therefore illegal under existing federal and state laws. Title IX of the Education Amendments of 1972 prohibits sex discrimination in education, just as Title VII of the Civil Rights Act of 1964 prohibits sex discrimination in employment. Under these laws, educational institutions are responsible and liable for acts of sexual harassment against their employees and students.

All students have a legal right to an education free from sexual harassment.(17) Student to student sexual harassment is far more prevalent than teacher-initiated sexual harassment.(20) The schools can show that they disapprove of sexual harassment and provide support for students who experience it. Your school may already have a policy against sexual harassment. It may be written in the Student Handbook in the part about student rights and responsibilities. Your school may also have a complaint proceedure for students to follow.

Example:

Los Angeles County
Department of Children's Services

Children's Protective Services Intake

REGION I

Norwalk	(213) 864-8541 x 617
Pomona	(714) 865-5471
San Gabriel Valley	(818) 350-4516/17/18/19

REGION II

Metro Family	(213) 744-6024/6627

REGION III

Belvedere	(213) 727-4239
Metro North	(213) 669-3795

REGION IV

Long Beach	(213) 599-9145/9148

REGION V

Canyon Country	(805) 252-3611
Glendale	(818) 500-3683/3684
Lancaster	(805) 945-7395
Panorama City	(818) 901-4413/4421
Pasadena	(818) 356-5572/5591

REGION VI

Exposition Park	(213) 730-344/3455
West Los Angeles	(213) 312-7138

Referrals for any part of Los Angeles County may also be made to the 24-hour toll-free Child Abuse Hot Line. Ask the Operator for ZENITH 2-1234

National Child Abuse Hotline	1-800-422-4453
Parents Anonymous	1-800-352-0386
Local Child Abuse Hotline	ZEnith 21234

X. Selected Resources

Selected Resources.

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For more information and/or activities see the following resources:

- Adolescent Abuse and Neglect - General Information

Adolescent Abuse: A Guide for Custody Personnel, Department of the Youth Authority, State of California, Reprint 1985.
This document is published for agencies and personnel working with adolescents. It includes information on abuse identification, reporting requirements, and program developments. It presents information from the standpoint of working with youth in custody settings.

Breaking the Cycle: Assessment and Treatment of Child Abuse and Neglect. Edwards, Dayan M.A., Cambridge Graduate School of Psychology, 1986.
A comprehensive study of child abuse/neglect including theories of child abuse, assessment, reporting, and treatment. It provides technical information for professionals, yet it is easy to read.

Child Abuse and Neglect Resource Directory, 1986. Southern California Child Abuse Prevention Training Center, Cal-State Univ. Los Angeles, Dept. of Counselor Education, 5151 State University Drive, Los Angeles, CA 90032 (213) 224-3283.
This directory provides you with SCCAPTC curricula, school curricula, parent's resources, children's resources, organizations and publishers of child abuse and neglect literature. The Center can provide a wealth of information.

Adolescent Abuse and Neglect: Intervention Strategies, U.S. Department of Health and Human Services, DHHS Publication No. (OHDS) 80-30266, July 1980.
This publication provides practical, easily referenced information for professionals and others concerned with the problem of child abuse and neglect.

- Physical Abuse and Violence

Skills for Violence-Free Relationships, Levy, Barrie, The Southern California Coalition on Battered Women, 1984. P.O. Box 5036, Santa Monica, CA 90405, (213) 392-9874.
Curriculum for young people, ages 13-18. Developed for community education for primary prevention of the abuse of women in intimate relationships. The target audience for preventive education are teenagers in any setting, classroom/youth groups, who have not been identified as having any particular risk of the problem in their families or relationships.

The Battered Woman, Walker, Lenore E. Harper and Row, Publishers, Inc., 1979.
Walker's book includes carefully written but invitably disturbing case studies, sections on preventive education, practical remedies including safe-houses, and a careful discussion of psychotherapy. She maintains women undergo a process of victimization, acquiring a "learned helplessness" that leaves them prey to abuse. She scrutinizes the myths of battering and presents the sorry realities.

- Sexual Abuse

A Research Report for Adults Who Work with Teenagers, Ageton, Suzanne S. Ph.D, U.S. Department of Health and Human Services, Rockville, Maryland, 1985.
A study based on a nationally representative sample of teenagers where the victims and offenders were interviewed several times, so that the effects of sexual assaults on their lives over a period of years have been examined. Comparisons have been made between those teenagers who have been assaulted and those who have not which help us learn about the factors that distinguish one group from the other, and therefore could affect vulnerability to sexual assault.

Sexual Abuse Prevention: A Study for Teenagers, Fortune, Marie M., United Church Press, New York, 1984. Pilgrim Press, 132 West 31st St., New York, N.Y. 10001.
A curriculum best used at five consecutive weekly sessions. Seeks to provide young people with information about sexual abuse, skills in protecting themselves and local resources to assist them should they or their friends become sexually abused.

Preventing Sexual Abuse: Activities and Strategies for Those Working with Children and Adolescents. Plummer, Carol A, Learning Publications, Inc. Holmes Beach, FL. 1984. Book Marketing Services, Aspen Building, 3030 S. 9th St., Kalamazoo, MI 49009.
Provides curriculum guides designed to help educators, youth workers and parents to teach sexual abuse prevention skills to children grades K-12 and or special populations.

Tune In to Your Rights: A Guide for Teenagers about Turning off Sexual Harassment. Morris, Barbara, Jacquie Terpstra, Bob Croninger, and Eleanor Linn, Center for Sex Equity in Schools, The University of Michigan, Ann Arbor, Michigan. 1985.
A helpful and well done exploration of sexual harassment written for students. It tells them their rights and explores options for dealing with harassment. An excellent resource for students.

- Sex Role Stereotypes

Choices: A TeenWoman's Journal for Self-Awareness and Personal Planning, Bingham, Mindy, Judy Edmondson, and Sandy Stryker, Advocacy Press, 1983.
A book of information and activities that help young women focus on their future. The book explores decisions that need to be made now and in the future. A sequel, *Challenges* , is written for the same purpose for young men.

Rainbow Shave Ice, Crackseed, and Other Ono Stuff: Sex Equity Goodies for the Classroom. EGO Project, Equal Goals in Occupations, Office of the State Director of Vocational Education University of Hawaii, Honolulu, Hawaii, 96822.
This is an activity guide compiled of materials to use in the classroom that will help students have access to vocational education programs based on their informed choices, and help reduce sexism in the school.

Gender/Ethnic Expectations and Student Achievement, Grayson, Dolores; Mary Martin, Los Angeles County Office of Education, CA 1984.
Currently being distributed by GrayMill, Rt. 1, Box 45, Earlham, Iowa 50072. GESA is a nationwide training program for classroom teachers. Research over the last twenty years has shown how bias is reflected in teacher interactions with students. GESA trained teachers will reduce disparity in teacher/student interaction and see significantly higher gains made by students in their classrooms. The techniques are excellent for working with abused students, since the emphasis of this training is on the inclusion of all students.

As Boys Become Men: Learning New Male Roles, A Curriculum or Exploring Male Role Stereotyping, Thompson, Doug Cooper, Irvington Publishers, Inc. New York, N.Y. 1985.
The broad purpose of the curriculm is to help adolescent males and females explore masculinity as a set of learned behaviors and attitudes. In addition, the curriculum provides a base for learning skills associated with a broader, more tolerant view of masculinity.

- Films

Better Safe Than Sorry III (19 min.) Color 16 mm film.
Designed to teach adolescent girls and boys how to avoid potentially dangerous situations. Dramatizes situations and provides common sense rules for personal safety and avoidance. Victims of sexual abuse are taught that they are not alone and are not to blame for what has happened. Emphasis is placed on the fact that with a teenager's newly discovered freedom come increased personal responsibility. Grades junior/senior high schools.

Available from Film Fair Distributors, No. Hollywood, California, (818) 985-0244.

"Aquaintance Rape Prevention Films." (10 min.) Color 16 mm film.
*The Date
*The Party Game
*Just One of the Boys

Available free as a set from Moderen Talking Picture Service, St. Petersburg, FL (813) 541-5763. The demand is heavy, so schedule early.

Killing Us Softly, (28 min.) Color 16 mm Color film.
Approximate rental $46.00 plus Shipping.
Shows how advertizing stereotypes men and women and glamorize sexual and violent images.

Available from Cambridge Documentary Films, (617) 354-3677.

XI. References

References

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3. Bingham, Mindy, Judy Edmondson, and Sandy Stryker. *Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning,* Advocacy Press, 1983.

4. Butler, Sandra. *Conspiracy of Silence: The Trauma of Incest,* San Francisco: New Glide Publications, 1978.

5. Channing L Bete Co. INC. *What Everyone Should Know About the Sexual Abuse of Children,* South Deerfield, Mass: Channing L. Bete Co., INC. 1982.

6. Childhelp USA. Woodlawn Hills, CA 91370, 1983.

7. Clark, Linda. *"Jack and Jill Fight Back"*, SRA Helps You Handle Stereotyping, *Vol. 1.* 1975.

8. Department of the Youth Authority. *Adolescent Abuse: A Guide for Custody Personnel,* Department of the Youth Authority, State of CA, Reprint 1985.

9. Edwards, Dayan M.A. *Breaking the Cycle: Assessment and Treatment of Child Abuse and Neglect.* Cambridge Graduate School of Psychology, 1986

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12. Fortune, Marie M. *Sexual Abuse Prevention: A Study for Teenagers,* United Church Press, New York, 1984.

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15. Lonnborg, Barbara. *How Schools and Educators Can Help Abused Adolescents* , Father Flanagan's Boys' Home, 1983.

16. Morris, Barbara, Jacquie Terpstra, Bob Croninger, and Eleanor Linn. *Tune In To Your Rights: A Guide for Teenagers about Turning off Sexual Harassment.* Center for Sex Equity in Schools, The University of Michigan, Ann Arbor Michigan. 1985.

17. Plummer, Carol A. *Preventing Sexual Abuse: Activities and Strategies for Those Working with Children and Adolescents.* Learning Publications, Inc. Holmes Beach, FL. 1984.

18. Riley, Susan. *A Fair Shot/An Equal Chance,* Billerica, Mass: Shawsheen Valley Technical High School, 1980.

19. Southern California Child Abuse Prevention Training Center, California State University Los Angeles. 5151 State University Drive, CA 90032.

20. Stein, Nan. Massachusetts Department of Education, *Who's Hurt and Who's Liable: Sexual Harassment in Massachusetts Schools,* Mass. Dept. of Ed. 1983.

21. Tower, Cynthia Crosson. *Child Abuse and Neglect: A Teacher's Handbook for Detection, Reporting, and Classroom Management.* A National Education Association Publication, 1984.

22. U.S. Department of Health and Human Services. *Adolescent Abuse and Neglect: Intervention Strategies,* DHHS Publication No. (OHDS) 80-30266, July 1980.

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